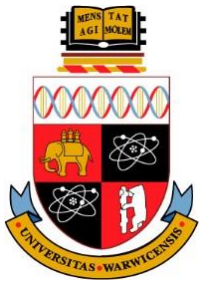

The Formally Stated, Observed and Perceived Realities of Research Education in Initial, University-Based English Language Teacher Education in North Cyprus: A Case Study

by

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Dedicated to my parents and sister, with all my love.

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Acknowledgements

I crossed paths with many people on my way to the PhD award and they each left a mark, be it transitory or for good, early on or towards the end, good or not-so-good. I will possibly never be able to help but associate (happily) the word ‘PhD’ with this special lot from different walks of life. Thank you all ever so much for enlivening this important chapter in my life.

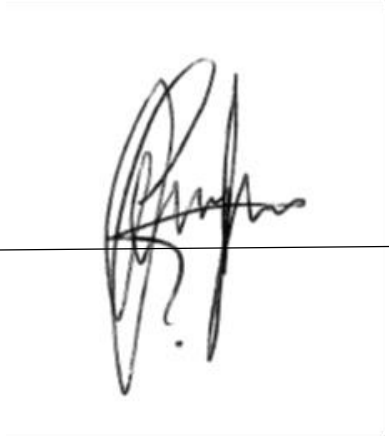
I would especially like to thank most warmly my research participants without whose precious time, commitment and help, this work of research would have not been realised.

My heartfelt gratitude also goes to my supervisors Dr Richard Smith and Dr Keith Richards for their invaluable and ever-present advice, support and encouragement. It was also an honour to have been one of the last PhD candidates advised by Dr Keith Richards prior to his retirement.

Of course, words are bound to fall short to express how grateful I felt during my PhD venture about the presence and support of my dearest parents and sister. They are probably not going to read a word of this thesis but they know, and know all too well, that they have seen me through it, in every way humanly possible.

Declaration

I declare that the present thesis has been researched and composed by myself and has not been submitted elsewhere for any other degree or professional qualification.

Signed: 

Abstract

Despite the growing volume of research on 'teacher research', little is known about student-teacher research engagement in academically oriented, pre-service English language teacher education (ELTE) programmes. Previous studies have focussed exclusively on student-teacher (ST) research tied to teaching practice (TP). Therefore, almost nothing is known about what forms ST research in ELTE may take prior to TP or when no arrangements are made for TP-related ST research. Reported here is a case study of pre-service STs' research education (RE) provision at a university in North Cyprus which was delivered as a single, third-year module focussing explicitly on the acquisition of research knowledge and practical skills through a 'hands-on' research project. The case study particularly investigates the formally stated, observed and perceived 'realities' of RE in the context through official document analysis, key informant interviews, classroom observations and repertory grid (RepGrid) interviews with four STs taking the observed module. The findings of the case study indicate more incongruence than harmony between the RE 'reality' domains and the values attributed to RE in general by different stake-holders and participants. The case study, therefore, has important implications for initial, university-based ELTE policy and practice regarding the status, structuring, capacity and delivery of explicitly intended RE provision. The study also highlights the importance of the purpose and meaning of compulsory research engagement being conveyed to the STs when RE is unrelated to TP and, hence, there is no prospect of a 'teacher research' project.

List of Abbreviations

ARaW II: *Advanced Reading and Writing Skills II* (academic module title)

AWaRS: *Advanced Writing and Research Skills* (academic module title)

AL: Applied Linguistics

CPD: Continuous Professional Development

ELT: English Language Teaching

ELTE: English Language Teacher Education

FoE: Faculty of Education

HEC: Higher Education Council

ITE: Initial Teacher Education

MoE: Ministry of Education

PCT: Personal Construct Theory

QTS: Qualified Teacher Status

RepGrid: Repertory Grid

SRM: *Scientific Research Methods* (academic module title)

ST: Student-Teacher

TE: Teacher Education

TEEF: *Teacher Education and Education Faculties* (official document title)

TEFL: Teaching English as a Foreign Language

TESOL: Teaching English to Speakers of Other Languages

TP: Teaching Practice

TR: Teacher Research

UBI(EL)TE: University-Based Initial (English Language) Teacher Education

CHAPTER I

Introduction/Background

1.1 Introduction and Motivation for Study

This thesis is about 'research education' in pre-service, university-based English language teacher education (ELTE). Research education in English language teaching (ELT) is defined as 'the development in teachers of the attitudes, knowledge and skills which they require to engage in an informed way with research in the course of their professional lives' (Borg, 2003: 1) and as a broadly conceptualised principle (i.e. alternatively referred to as 'research methods education/training', 'teaching research', 'teaching research processes', 'research training', 'learning to research'), it has been increasingly integrated into (EL)TE curricula (Diezmann 2005, Westbury *et al*. 2005, Munthe and Rogne 2015). Research education for student-teachers (STs) is commonly informed by the premise that a pre-service introduction to educational research and ample curricular opportunities to use and conduct research will nourish positive attitudes and motivation for in-service research-activeness in future (Kotsopoulos *et al.* 2012, Lombard and Kloppers 2015). This underpins the widely acknowledged and celebrated 'teachers-as-researchers' vision in general education, including ELT – a stance which supports multifarious modes of teacher initiated systematic and reflective inquiry into practice, classrooms and schools (Cochran-Smith and Lytle 1998/2009, Allwright 2003, Burns 2005, Borg 2010/2013).

However, RE components of university-based initial teacher education (UBITE) curricula are known to come in different 'shapes and sizes' and it is possible to speak of two key features that distinguish the hands-on research experience element of award-bearing UBITE programmes from the ways in which a practicing teacher may

engage in research. The first is, as can be expected, STs' engagement in teaching practice in a school environment at the time of learning to do research which is not always a given (see Jones 2004, van der Linden 2012 and Lombard and Kloppers 2015). The second feature is the inevitable academic constrains of time (i.e. termly compartmentalisation of academic modules), assessment (i.e. successful completion of module requirements) and overall workload (i.e. successful completion of programme/degree requirements) (Reis-Jorge 1999, Kiely *et al.* 2004, Darling-Hammond 2006).

At present, extremely little is known about how and why methodical introduction to research is implemented in initial ELTE (i.e. qualifying certificate and diploma courses and undergraduate degree programmes like the BA/BEd with QTS) wherein, arguably, 'obvious' links to a need for RE are not as distinct as in advanced university-based teaching/education studies (e.g. MA/MEd and PhD) with a characterising dissertation or thesis requirement which are possibly denied to or simply not needed by many already-qualified English teachers. Even less is known about the nature and purpose of RE that is unrelated to TP and, hence, the completion of a dissertation/thesis/major project with teacher research components is unfeasible. This is a significant and multidimensional knowledge gap to address in initial ELTE when it is underscored that the 'first impressions' of research co-created during pre-service teacher education (e.g. how the constructs of research, science, knowledge and evidence are defined, how research is framed and represented in terms of goals and range of suitable activities, how the traditions and roles of education/ELT research are conceptualised etc.) might influence the STs' conceptions and mindset toward research and their inclination and confidence to self-identify as emerging researchers

(Smith and Sela 2005, Kiely 2006, Sizemore and Lewandowski 2009, van der Linden 2012, Rosenthal 2014).

In this light, the present study primarily aims to inquire into the explicitly intended means of pre-service RE provision in the context of the Turkish BA (with QTS) in ELT degree that is centrally standardised across the universities of Turkey and North Cyprus. The degree constitutes the local prerequisite of formally recognised ELT licence for secondary and high-schools as well as universities' Language Preparatory Schools (i.e. equivalents of UK's pre-sessional language study bodies).

What is *not* in the purview of this study – nonetheless key issues in the broader field of teacher education and professional development – is any claim to providing research evidence for and contributing to (a) the ongoing, lively debate as to how to best define 'teacher research', what positive impact teacher research can bring about and (b) the body of (necessary but as yet in very short supply) literature that looks longitudinally in pre-, during and post- terms into the content of what is truly learnt, what skills are enhanced and how conceptions changed throughout a RE endeavour in ELT(E). Rather, presented is a case study wherein (a) the unit of analysis is the observed ways of implementing explicitly intended research education framed as an academic module in the standardised curriculum of an initial ELTE programme and (b) an exploratory analysis of the circumscribed case unit (module) from multiple perspectives of 'good/desirable' practice (see below). The overall aim is to generate insights into possible RE 'realities' in the case study context, the extent of congruence between these in terms of the underlying values accorded to the construct, and the implications of these for UBIELTE policy-making and practice.

The case study, therefore, provides an in depth investigation into the place, representation and value of research education in a Northern Cypriot initial ELTE

programme in terms of three hierarchical 'reality' domains. These are, namely, the *formally stated* (based on official documents and key informant interviews), *observed* (based on classroom observations) and *perceived* (based on student-teacher repertory grid interviews) realities of the research education implemented in the immediate context of North Cyprus and the extended context of Turkey as the source of local, standardised UBITE policy (see below for a geographical reference).

Figure 1: The Immediate Geographical Context of the Study (Turkish Republic of Northern Cyprus, TRNC)

Image credentials: www.mapbox.com

Many PhD candidates in the ELT and Applied Linguistics fields have previous formal teaching experience which inspires and informs their doctoral work. I, on the other hand, did not have such an advantage. Therefore, the present study is essentially driven by a former student-teacher's previous experiences of initial ELTE with a particular interest in understanding the nature of research-related opportunities offered to teacher candidates in North Cyprus (and Turkey) as part of their academic programme of studies (i.e. the standardised BA in ELT degree).

In 2005, after three years of intensive preparation by my college[1] type high-school, I graduated with five GCE O'Level modules and a TOEFL score, all sufficient for me to be offered a place at my home-university's ELT Department. Being already habituated to note-taking and memorising attributable to my previous schooling experiences, my university life (which was heavily exam-oriented) went smoothly, resulting in excellent grades and first-class honours. The academic requirements mainly consisted of examinations devised to assess our knowledge of subject-related theories and concepts, and 'creative' individual or group projects (such as designing lesson plans/materials and preparing/delivering oral presentations using module textbooks or unscholarly web articles). Encouraged by my university success, I decided in my senior year to pursue a taught Master's degree in ELT, with similar academic expectations. Little did I know that these were going to be two different endeavours. Following my successful applications to several renowned UK universities in 2009, I decided to accept the unconditional offer made for a place on the MLitt in ELT programme by Scotland's esteemed University of St Andrews.

Although some of the academic requirements were in common with those of my BA studies (such as note-taking during lectures and using textbooks to deliver presentations), it took me by surprise to realise that such tasks constituted only a minor part of the modules in the British higher education system. The major task to work for was what was generically titled as 'research papers' (also known as term papers/essays) that involved library research and a critical review of the literature, followed by a discussion, a conclusion and bibliography; and this was where the challenge started for me. From the first day of my MLitt studies until the day I

[1]These are English-medium high-schools (both state and private) in TRNC whose curricula are largely based on the content of GCE O' and A' Level examinations. 'Regular', state high-schools on the other hand are Turkish-medium and prepare students for Turkey's university entrance examinations.

submitted my dissertation, which additionally involved research planning, proposal writing, data collection, analysis and reporting, I went through an intellectually exhausting process within which I had to 'start from scratch', learning the definitions of such alien constructs as *education research*, *critical*, *literature*, *citation*, *hypothesis*, *ethics*, *data*, *reliability*, *hedging*, *plagiarism* and many others relating to research planning, engagement and reporting. At the time, while I was preoccupied merely with writing well enough to meet the module requirements and preparing well enough for the dissertation requirements (which, in my case, comprised a small-scale lesson-plan analysis and survey of experienced English teachers in North Cyprus), my international peers appeared much less troubled, at least with the fundamentals of researching, if not their fieldwork in educational settings.

Eventually, although I completed my MLitt studies successfully, I could not help but wonder soon after why my home-university, then ranked as the best in North Cyprus, differed greatly as regards familiarising us with research and hence failed at helping us to acquire basic education research knowledge and practical skills. I was, after a period of retrospective thinking, being troubled by a sense of being let down by the Turkish HE system. Three burning (yet unfocussed) questions arose out of my reflections at the pre-doctoral studies phase:

- What is/might be happening in our local universities' initial ELTE programmes in terms of students' familiarisation with education research?
- What is considered 'good' for such experiences and perhaps more importantly, by which stakeholders?
- How might the students be feeling about these research inclusive experiences (provided that they were offered any) and what might 'good' research experience mean for them?

Inspired by this line of inquiry, I became particularly motivated by the prospect of systematically exploring the general practice of and rationale for explicitly

educating/familiarising pre-service English teacher candidates for/with research in my context and thus decided to pursue a PhD degree based on this topic.

In empirical terms, the PhD thesis will seek to address the systematised and extended versions of the preliminary questions above that I was intrigued by at the outset.

1.2 University-Based Initial Teacher Education (UBITE) in Turkey and North Cyprus

As I mentioned earlier, UBITE is centrally standardised in North Cyprus and Turkey. In this sub-section, I introduce the official supervisory body, the Turkish Higher Education Council (HEC), and describe the nature of the abovementioned standardisation with specific reference to the local UBITE structure and the local BA in ELT degree.

1.2.1 The Turkish Higher Education Council (HEC)

The Turkish Higher Education Council (*Yüksek Ögretim Kurulu*) is a constitutional establishment founded in 1982 following the significant higher education reform (1981) in Turkey. Prior to the reform, the Turkish higher education (HE) system consisted of five main types of institutions, namely, universities, academies and education institutes governed solely by the Turkish Ministry of Education (MoE), vocational schools and conservatories fully or semi-governed by MoE, and a distance-education body locally known as YAYKUR.

Behind the 1981 HE reform, there were two main causes. Firstly, during the 60s and 70s in particular, a rapid increase in the numbers, types and student recruits of the abovementioned institutes, together with the lack of a central organising body, have started 'sending signals of failure and degeneration' in the higher education system at the time (http://www.yok.gov.tr/web/guest/tarihce, *history* link). Secondly, several

problematic social, political and economic issues that arose during and soon after this period (1960-1980) have reportedly contributed to the deterioration in the Turkish HE system, eventually rendering a radical reform inevitable.

Following a relevant law passed in 1981, the scattered Turkish HE system of independent schools, institutes, academies etc. had been united under the roof of HEC. As part of this transformation, all of the academies were transformed into universities and the previous education institutes, where teacher education was implemented, were converted into today's Faculties of Education (FoEs). Overall, a newly formed HEC with a unified structure of (then) 27 universities with associated faculties, institutes, colleges and conservatoires was established in 1982.

Today, HEC holds the sole supervisory responsibility toward all of the public and private universities in Turkey (193 in total) as well as North Cyprus (12 in total, one in development).

In North Cyprus, the first university was not founded until 1985 and it took another decade for the first FoE to be established at this university and the first BA in ELT degree to become available (1997/98 academic year).

The map below demonstrates the approximate locations of the relatively young, 12 Northern Cypriot universities on the island.

Figure 2: Approximate Locations of the Northern Cypriot Universities

Image credentials: www.mapbox.com

1.2.2 Faculties of Education and Initial (English) Teacher Education

Faculties of Education (FoEs) at the Turkish universities, where pre-service teacher education is normally delivered, were founded in the same year as HEC. Today, there are 83 FoEs at the Turkish universities, while in the Northern Cypriot institutions, this number is six. In total, up to 21 different (BA level, four-year-long) programmes for initial teacher education (whose subjects vary from language teaching to maths, IT skills, music, pre-school education etc.) that lead to a locally recognised Qualified Teacher Status (QTS) are currently available in these faculties, including the BA in ELT degree.

According to HEC's official student portal (www.studyinturkey.gov.tr), 52 universities presently offer the BA in ELT degree delivered either by the FoEs or, less commonly, Social Sciences Faculties. In North Cyprus, six universities offer this programme in their Faculties of Education.

The table below summarises the numerical information above regarding the universities, FoEs and initial ELTE programmes in Turkey and North Cyprus.

Table 1: University, FoE and Initial ELTE Programme Numbers in Turkey and North Cyprus (2015)

Location	Total Number of Universities	Total Number of Education Faculties	Total Number of initial ELTE Programmes Available
Republic of Turkey	193	83	52
Turkish Republic of Northern Cyprus	12 (one in development)	6	6

1.2.3 The BA in English Language Teaching (ELT) Degree

1.2.3.1 Official Documents of National Initial (English) Teacher Education History and Practice

Initial Teacher Education has a history of more than 160 years in Turkey. However, as was mentioned earlier, the institutionalisation of these practices dates back to 1982 corresponding to the foundation of HEC and FoEs in the country.

To date, HEC has published (in Turkish and open-access) one major and two supplementary official documents to detail the history, policy-making, reforms and national curricula models (chronological since 1920s) in/of university-based initial teacher education in Turkey. The main document was published in 2007 and is titled as *Teacher Education and Education Faculties: An Evaluation of Training Teachers at Universities, 1982-2007*[2] (hereafter TEEF, available at http://yok.gov.tr/web/guest/yayinlarimiz). The latter two supplementary documents were published in 1998 and 2007 respectively (corresponding to the two major reforms in the Turkish UBITE history that took place in 1997 and 2006) and are titled as *Education Faculties Teacher Education Undergraduate Programmes, March 1998*[3] and *Education Faculties Teacher Education Undergraduate Programmes, June 2007*[4]

[2] *Öğretmen Yetiştirme ve Eğitim Fakülteleri (1982-2007), Temmuz 2007*
[3] *Eğitim Fakültesi Öğretmen Yetiştirme Lisans Programları, Mart 1998*
[4] *Eğitim Fakültesi Öğretmen Yetiştirme Lisans Programları,Haziran 2007*

(both available at http://yok.gov.tr/web/guest/yayinlarimiz). These two documents list and detail the national curricula (list of modules) and brief course descriptions (content and aims) of all of the BA-level TE programmes modelled according to the respective UBITE reform that preceded.

All three documents are utilised as preliminary data in this study with an aim of exploring the formally stated history, content and objectives of the Turkish BA in ELT degree. Chapter IV is dedicated for the presentation of related findings in detail. For the purposes of this background chapter, I will briefly present below the national standard curriculum developed in 2006 and used today for the BA in ELT degree as documented by two of the abovementioned publications by HEC (TEEF and the 2007 publication).

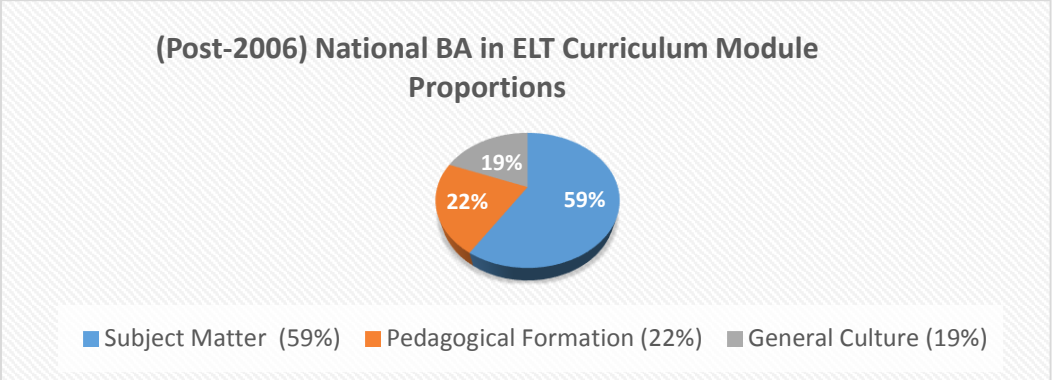
1.2.3.2 The National Initial English Language Teacher Education Curriculum

The Turkish BA in ELT degree studies educates and qualifies English language teachers for the two nations' (Turkey and North Cyprus) secondary and high-schools as well as the English Foundation Programmes at the universities' Language Preparatory Schools. The ELT degree is a four-year-long programme consisting of eight semesters in total (two per year) and successful completion leads to a locally recognised QTS. The current national curriculum updated in 2006 includes 58 modules and these are categorised as Subject Matter (*Alan ve Alan Eğitimi*), Pedagogical Formation (*Meslek Bilgisi*) and General Culture (*Genel Kültür*). According to TEEF, each UBITE programme is to base its curriculum on 50% Subject Matter, 30% Pedagogical Formation and 20% General Culture modules on average. However, the host faculties are allowed discretion in altering up to 25% worth of the total credits in a programme. Overall, in the BA in ELT standardised curriculum, 175

hours of study is proposed of which 143 is theoretical (*teorik*) and 32 is application/practice (*uygulama*).

The figure below demonstrates the overall proportions of the 58 modules across the current BA in ELT national curriculum.

Figure 3: Post-2006 National BA in ELT Curriculum: Module Proportions by Category



Some examples for the Subject Matter modules include Linguistics, Language Acquisition, English Literature, Translation Studies, ELT Approaches and Methods, Morphology, Language Skills, Teaching Young Learners, Electives and so on. The Pedagogical Formation module category consists of such modules as Classroom Management, Assessment and Evaluation, School Experience and Teaching Practice, Education Psychology, Teaching Principles and Techniques, Counselling etc. Modules that populate the General Culture category include Computer Skills, Effective Communication, Turkish Education History and Principles of Atatürk, Community Service and so forth (see Appendix A for the complete curriculum).

The BA in ELT modules are fixed. This means that a module becomes available ('opens') only in the academic term that it is due (either autumn or spring term). Therefore, for example, if a student fails a given spring term module, they need to await the next spring term to re-take it. Students who proceed successfully in their

studies (i.e. no failure, suspension or withdrawal) are referred to as ‘regular students’. Those students who are not successful inevitably become ‘irregular students’ when they fail or withdraw from a module or suspend their studies. It is hence typical of irregular students to be taking modules out of their normal order from the years ‘up and down’ in order to complete their studies in four years (ideally). Even though the average number of modules that a student can enrol on is seven per term, the number can be increased to nine (even ten in exceptional cases) for these students to help them to regain the regular status.

Having provided essential background information about the present study’s context, I move on to outline the thesis structure.

1.3 Thesis Structure

The thesis consists of eight chapters. These are, namely, the Background/Introduction (I), Literature Review (II), Methodology (III), Formally Stated Reality of Research Education (IV), Observed Reality of Research Education (V), Perceived Realities of Research Education (VI), Discussion (VII) and Conclusion (VIII) chapters.

The present chapter is a background and introduction chapter which includes my personal motivations for conducting this study and its scope and aims in the light of the gaps I identified in the knowledge presented within the related literature (1.1). It also presents essential contextual information about the pre-service ELTE structure and curriculum in North Cyprus and Turkey (i.e. the local, standardised BA in ELT with QTS degree).

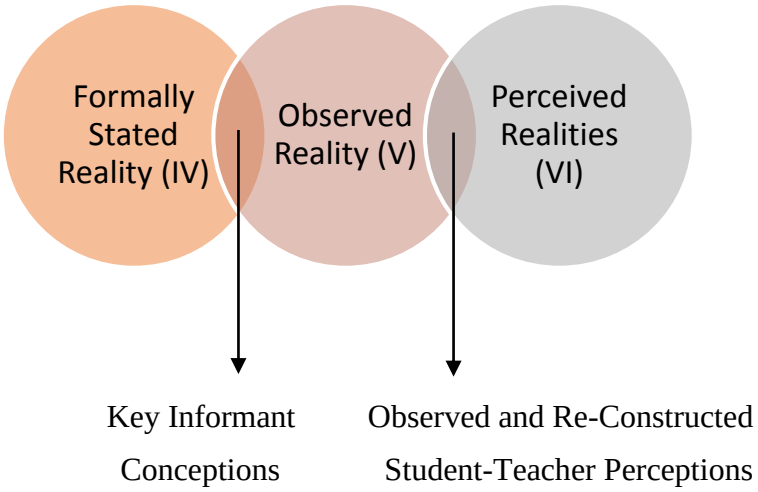
In Chapter II, I situate the construct of research education (RE), the focus of this case study, within the extended constructs of teacher research (TR) and teacher education (TE) which seem to co-provide the theoretical underpinnings for RE principles in

(EL)TE. Chapter II also includes, in the light of the reviewed literature, an inductively assembled conceptual framework for 'desirable' RE in initial TE. An attempt to highlight gaps in our knowledge of RE in pre- and in-service ELTE and to discuss how these lead into the research questions devised for the case study are additionally included in the chapter.

Chapter III is about the methodological underpinnings and justification for the case study. It starts with my attempt to epistemologically situate the study in relation to constructivism, the Personal Construct Theory (theoretical groundwork of the Repertory Grid Interview method) and case study traditions. Then, the chapter covers and discusses the empirical issues of data collection, instrument development and piloting, and data analysis and presentation, also addressing principles of rigour and ethical considerations.

Chapters IV, V and VI form the empirical part of the study, each seeking to address different set of research questions presented in their introduction sections (previously arrived at and presented in Chapter II). Even though these chapters appear to delineate a picture of a distinct RE 'reality' domain each, they are indeed not entirely detached from one another in conceptual terms. The figure below demonstrates how the chapters are interlinked by those data that offer something of a conceptual transition in between.

Figure 4: Visual Representation of the Interlink between the Three Findings Chapters



Chapter IV is concerned with the formally stated (on paper) representation of research education at the national, institutional and module levels. Towards the end of the chapter, there is a section wherein I additionally discuss RE-related findings from the two semi-structured interviews I conducted with a key informant (vice-coordinator of the pre-service ELTE programme) in the field (ELT department). Her conceptions shed important light on how the local standardised UBITE policy related to RE was mediated at the institutional and module levels in the context, resulting in its 'actual' implementation. Chapter V, then, builds on this formal and individually interpreted reality of 'actual' RE by focussing on the observed, classroom reality. This is further investigated and discussed in two parts. The first part delineates a largely descriptive picture of the implementation of the observed RE module in keeping with case study traditions. The second part focusses particularly on data that emerged during my observations (re-constructed verbal exchanges) which indicated important student-teacher perceptions. These, I believe, create a conceptual link to the next chapter (VI) that dwells exclusively on the perceived realities of RE as reported by four student-teachers during the repertory grid interviews.

Chapter VII is the discussion chapter that brings together and summarises the conceptual and empirical parts of the case study. In re-visiting the research questions, it discusses the major findings of the study in the light of the reviewed literature. It then explores the extent of congruence between the three RE 'reality' domains and discusses implications for UBITE policy and practice. The chapter is finalised with a re-visiting of the notion 'desirable' provision of RE in the light of the key empirical outcomes of the case study.

The final chapter (VIII) summarises the case study's contributions and discusses possible directions for future research considering its limitations.

CHAPTER II

Literature Review

2.1 Introduction

In this chapter, I first review a selection of literature in order to present background information about teacher research with specific reference to its origins and definitions (2.2), the notion of teachers' research education (2.2.1) and a review of the relevant empirical work on it (2.2.2). Next, I continue by reviewing the literature on student-teacher research in the context of teacher education (2.3) with specific reference to the notion of inquiry as a pedagogical and organisational trend in teacher education (2.3.1), teacher research as a similar trend (2.3.2), the role of policy in inquiry oriented TE (2.3.3), the empirical work on student-teacher research and inquiry (2.3.4), the notion of research education for student-teachers (2.3.5) and the empirical work on STs' research education (2.3.6). Later, I introduce and discuss 'undergraduate research' as a relatively more established inquiry oriented, higher education trend in relation to the less developed notion of research education in UBITE (2.4). In this light, I construct an initial conceptual framework of 'desirable' research education for student-teachers informed by the current knowledge-base of the concept (2.5). I finish with providing a context for the present study in view of the limitations of the reviewed literature and next, I introduce the research questions (2.6).

2.2 The Value of Teacher Research

Interest in teacher research (TR) as an educational movement in its multifarious forms has surged in recent years. Presently there appears to be a significant and ever-growing body of credible literature, restricted and open-access, at the disposal of those interested in investigating the increasingly diverse topics of analysis within this

popular research field (e.g. global initiatives, conceptions and conceptualisations, processes, partnerships, ethics, dissemination, impact etc.). As I mentioned in the previous chapter, the scope of this case study, however, will not seek to go beyond framing teacher research as a conceptual 'feeder', 'parent' of the notion of research education in teacher education (for student-teachers) – the focus of the present study. In this section of the chapter, I will hence deal only with a fraction of the TR literature that is immediately relevant, concentrating on how it is roughly understood and defined, and most importantly, how it relates to and inspires the 'child' notion of research education as part of teacher education and development.

The teacher research movement has diverse historical roots and has come a long way since the 'Stenhousian' times. The epistemological, ontological and methodological progress of the movement is well-documented by several eminent scholars in the area including Borg (2010/2013), Burns (1999), Cochran-Smith and Lytle (1999) and Adelman (1993) who inform us that the work by Kurt Lewin (USA), John Dewey (USA), Lawrence Stenhouse (UK), Donald Schön (USA) and John Elliot (UK) had been seminal at the dawn of what is today broadly (yet inconclusively) referred to as teacher research in education. In language teaching especially, Dick Allwright and Kathleen M. Bailey's work on Exploratory Practice and David Nunan's publication on Teacher-as-Researcher in the early 1990s and late 1980s respectively are considered particularly influential in drawing attention to systematic teacher inquiry in language classrooms at their time.

At heart, the idea of research engaged teachers holds on to the following view: 'It is not enough that teachers' work should be studied: they need to study it themselves' (Stenhouse, 1975: 143). This fundamental idea is broadly understood as teacher

initiated inquiry and is commonly contrasted with academician/education-researcher initiated inquiry. The latter mode of inquiry into classroom and school realities has long been criticised for accentuating the age-old 'theory versus practice gap' in education, on the assumption that it generates and prescriptively 'supplies' theory for classrooms from (mainly) outside the classrooms. Teacher initiated classroom inquiry, therefore, is seen as a much needed balancing act in the quest of evidence-informed practice in education and as a possible means of empowering teachers to actively contribute to professional knowledge production in education (Sebba, 2004). How teacher research challenges the principal presupposition behind the abovementioned theory versus practice gap is perhaps best captured by Freeman (1998), who wrote that:

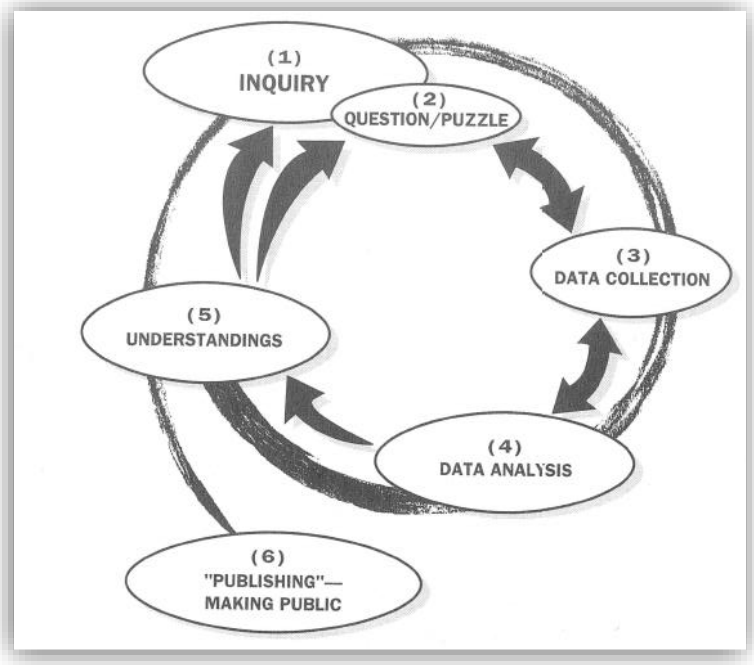
> To generate knowledge that transcends settings it is assumed, perhaps erroneously, that a researcher can enter a classroom without ever teaching or having taught, can understand what is happening in that environment, can gather information about it, and can understand what goes on there, while the teacher who works in that classroom day-in-and-day-out does not have ready access to the same level of information, nor can s/he articulate the same type of knowledge and understanding.
>
> (Freeman, 1998: 6)

Writing as a research engaged teacher, Bennett (2013) supports the above view with specific reference to the overvaluing of the researcher's knowledge at the expense of the teacher's experience. He argues that 'men and women who have barely stepped in a classroom believe that […] what they do has predictive, explanatory efficacy [when] it is creation, not discovery; it is invention, not explanation' (Bennett, 2013: 197-198). With this perspective, teachers are re-positioned as able intellectuals who are adept at 'generating their own professional dynamic, who are pro-active rather than reactive' (Wallace, 1996: 281).

The questions concerning the 'how's and 'why's (and 'why not's) of teacher research, however, occupy much contested space (see Cochran-Smith and Lytle, 1999). The diverse ideological orientations of the notion render it quite difficult to settle on a single, all-encompassing portrayal of all possible forms and inherent processes of teacher research. The fundamental idea of teacher initiated inquiry itself is conceptualised within the literature in several modes, namely, as (educational) action research, teacher research, practitioner research, classroom research, reflective practice, exploratory practice and collaborative inquiry (see Allwright and Bailey 1991, Allwright 2003, Burns 2005, Roulston *et al*. 2005 and Borg 2010/2013). Cochran-Smith and Lytle (1999) conceptualise TR as 'encompass[ing] all forms of practitioner inquiry that involve systematic, intentional, and self-critical inquiry about one's work' but stress that 'this definition […] does not necessarily include reflection or other terms that refer to being thoughtful about one's educational work in ways that are not necessarily systematic or intentional' (Cochran-Smith and Lytle 1999: 22). Likewise, in Borg's (2010) extended definition, '[TR is a] systematic inquiry, qualitative and/or quantitative, conducted by teachers in their own professional contexts, individually or collaboratively […], which aims to enhance teachers' understandings of some aspect of their work, is made public, has the potential to contribute to better quality teaching and learning in individual classrooms, and which may also inform institutional improvement and educational policy more broadly' (Borg, 2010: 395). In both definitions, at minimum, common ground is found in the teachers' inquiry being systematic (as opposed to intuitive and based on disorderly reflection only) and being into their own practice. In other words, while 'systematic inquiry' and 'research' seem as interchangeable notions, 'inquiry' alone evokes images of instinctive, reactive reflection that teachers naturally do on a daily basis.

However, not all authors subscribe to Borg's (2010) particular emphasis on the dissemination of research outcomes as an essential, defining requisite of TR. Freeman's (1998) understanding of TR (see figure below) categorised dissemination explicitly as a desirable, if not obligatory, researching act with noteworthy potential merits at the individual, institutional and national levels, as mentioned by Borg (2010) above.

Figure 5: Teacher Research Cycle by Freeman (1998)



(Freeman, 1998: 38)

A strength of Freeman's (1998) understanding of TR is not only that it recognises a cyclical process implying multiple re-starts in the course of systematic inquiry but it also allows for what the author calls 'several points of entry' into the TR cycle. This indicates that a teacher may initiate the TR process by, for instance, collecting data (phase 3) (e.g. learner journals) before proceeding into clarifying a focus of inquiry (phase 1) (a question or puzzle). What is more important than the 'order' is the teacher's commitment to maintain the impetus lent to the cyclical process by perpetual

inquiry – by asking progressively more questions about the findings as they emerge. In this respect, Freeman (1998) suggests that 'the end comes when you [teacher] decide to stop; it rarely comes because you have found an answer' (Freeman, 1998: 38).

Despite their charms, however, teacher research initiatives organised in collaboration by plural stake-holders ought not to be taken lightly. Promoters' well-intentioned agenda for teacher empowerment to trigger 'change for good' (at the individual, institutional and national levels) might well turn on its heel, eventually disserving the participant teachers in forms of disguised prescription of what to change, visionless fixation with measurable impact and uneasy partnerships devoid of communication at the desired levels. Research studies by Hulme (2007) and Hunt (2010) in particular are insightful examples for the interested reader of two such studied instances wherein aspects of 'prescriptive' research agendas that different stake-holders instilled in teacher research pursuits are examined and critiqued. Several other authors additionally underscore the challenges of and barriers to TR for the individual teacher which include time commitment issues, disruption of classroom routines, lack of resources and intra-school support and an unwelcomed liability to acquire new and 'extra' research knowledge and skills which, if not recognised and tackled by the various parties involved, may discourage teachers and schools from venturing TR (Brindley 1991, Reis-Jorge 1999, Gewirtz *et al.* 2009, Borg 2009/2013, Xu 2014, Kayaoğlu 2015).

2.2.1 Research Education for In-Service/Experienced Teachers

It is acknowledged that introducing elements of research(ing) into the in-service teachers' Continuous Professional Development (CPD) enterprises/courses could be

one forward-looking strategy to positively address some of the aforesaid problems experienced by research engaged teachers and schools and so elevate the status of teaching as a progressively more research-active field (Hargreaves and Grey 1983, Rudduck 1985, Skilbeck 1992, Honan 2007, Anwaruddin and Pervin 2015, Kayaoğlu 2015 among others).

In ELT, a deliberate attempt to coin a term for the methodical, instructional processes of preparing (i.e. educating) practicing teachers for research seems to have been made by Simon Borg in 2003, as part of a paper presentation at an IATEFL Special Interest Group (SIG) conference (UK). However, in general education, the idea of integrating a research oriented mindset and supportive instructional components into teachers' CPD can be traced back to as early as 1970s (e.g. Burgess, 1978). Rudduck (1985) for instance, as a supporter of the then newly animating TR movement, observed that 'the main line of advance in teacher research is through in-service […] courses' (Rudduck, 1985: 285). Later, Skilbeck (1992) envisioned and framed research inclusive teacher education and CPD pursuits in various forms as 'an exciting […] task that requires the application and mental effort of the best minds in teacher education' (Skilbeck, 1992: 27).

Borg (2003), however, not only reiterated the above line of thinking but also, in proposing the notion of Research Education (RE), he elaborated upon a possible, initial framework of what systematic RE initiatives might comprise in *content* terms. According to Borg (2003), RE addressed:

> […] the development in teachers of the attitudes, knowledge and skills which they require to engage in an informed way with research in the course of their professional lives.
>
> (Borg, 2003: 1)

Acknowledging that teachers' CPD courses normally take many forms (i.e. in terms of length, goals, structure, level and contexts), Borg (2003) tentatively proposed four (inevitably overlapping) themes that can be addressed in the quest of preparing teachers for research. These were namely, *reading research*, *nature and purposes of research*, *teachers' knowledge and authority* and *technical know-how* (Borg, 2003: 6-9). The themes, in my reading of Borg's (2003) paper, emerged from his professional reflections on the most common factors reported by teachers that discouraged and prevented them from research engagement (2.2) and the possible implications of these for CPD courses. Addressing *reading research*, for example, would concern teachers' access to published research, experiences of reading and meaning-making, and their reactions (personal ways of relating) to these readings. *Nature and purposes of research*, as a RE theme, would comprise an exploration and examination of teachers' conceptions of research, the activities that they considered as research and the purposes they construed of conducting and reporting research. *Teachers' knowledge and authority* relates to the development of an appropriate, emancipating mindset and self-image in teachers as active knowledge generators rather than implementers (i.e. deliverers of ideas formulated by more powerful others). Finally, a covering of *technical know-how*, Borg (2003) discussed, would encompass the development of knowledge and skills in teachers to initiate, manage and finalise a research pursuit (i.e. planning, designing, conducting, evaluating, reporting and disseminating the research work).

Alternatively (outside ELT), drawing on a large body of theoretical literature on teacher research, van der Linden (2012) more recently assembled the following key domains of knowledge and abilities for the education and preparation processes of the practicing teachers in their quest to becoming teacher researchers.

Table 2: Possible Content of In-Service Teachers' Research Education by van der Linden (2012)

	Ability to notice practical problems and translate them via proper problem analyses into research questions
Knowledge of what kinds of problems and interests are suitable for teacher-research	Ability to constantly seek out improvements and view practice in a professional way
Knowledge of the different phases in research	Ability to evaluate, interpret and reflect on the results of (other) research and translate them into practical implications
Knowledge of the different appropriate research designs and methods	Ability to choose (to fit the research questions), develop, execute and analyse appropriate methods of data collection
Knowledge of the criteria for research quality and the skills to apply this knowledge in their own research	Ability to report research results in such a way that their colleagues get a clear view of the process, the results and the practical implications
	Ability to research their own practice alone and in collaborative 'research teams'

(van der Linden, 2012: 17)

As can be seen, van der Linden's (2012) framework more or less corresponds to Borg's (2003) more condensed RE conceptualisation in terms of dealing with literature, understanding the construct of research and its implementation, understanding the role and qualities of the researching teacher and technical know-how. van der Linden (2012), however, contributes to these with a specific and explicit reference to the social dimension of teacher research (last ability above) and research report writing skills (penultimate ability above). The former dimension is in fact recognised in Borg's (2010) definition of TR (2.2) but is left out in his definition and conceptualisation of

RE. The latter dimension is covered in an implied manner in Borg's (2003) RE related understanding of 'technical know-how'.

Yet another very similar framework is proposed by Lorch (2005) in the Applied Linguistics field as below.

Table 3: Lorch's (2005) Framework of Research Education in Applied Linguistics

Research Literature	Ability to locate sources Understanding of the text structure of the research literature Working knowledge of current state-of-the-art in the various sub-disciplines of the field Ability to critically evaluate published research (strengths, weaknesses, assumptions, methods) and synthesize existing viewpoints
Research Definitions, Goals, Processes and Products	Understanding of research as a construct (What is it? Why is it done?) Understanding of research motivations (problem-solving, characterising phenomena, gaining new insight, verification/validation) Understanding of the research processes, procedures, methodologies, methods, products and evaluation
Practical Skills	Ability to plan, conduct, evaluate and report research
Feasibility and Ethics	Understanding of ethical considerations (things that *do not*, *cannot* and *should not* get researched)

(Lorch, 2005: 1)

Lorch's (2005) strongest contribution to the previous frameworks appears as a distinct focus on research ethics and the feasibility of the intended research project.

For the purposes of this chapter, Borg's (2003) concise framework will underpin the references to the RE concept. In section 2.5, I shall re-visit the above-presented frameworks and in discussing their strengths and weaknesses, I will construct an initial, relatively comprehensive framework for 'desirable' RE provision for pre-service teachers, intended as a way of thinking about the construct.

Borg's (2003) notion of research education apparently has not gained general currency among those involved with the implementation and researching of teacher research in ELT. After a decade, in a relatively recent publication in 2013, Borg himself highlighted that a pressing need for exploratory, comparative explorations of 'current research education practices, the documentation of strategies through which teacher educators promote teacher research engagement (where they do), and analyses of the thinking and principles which inform the work of teacher educators in this respect' is still extant (Borg, 2013: 230).

Even so, some research studies do exist that looked into aspects of experienced teachers' methodical preparation for teacher research, only they did not conceptualise the processes explicitly as research education. I review a selection of these studies next.

2.2.2 Empirical Work on Teachers' Research Education

Experienced teachers' research education as part of their professional development may take two distinct forms. The first includes short-term workshops within in-service teacher research initiatives wherein teachers in practice partake alongside their ongoing teaching (see Atay 2006, Kirkwood and Christie 2006, Barkhuizen 2009, Chou 2010, Pop *et al.* 2010, Gao *et al.* 2011, Martell 2015 among numerous others). The second is the commonly (but not necessarily) post-experience and longer, advanced university-based programmes such as the BA/BEd, MA and PhD degree studies with a dissertation or thesis requirement which may or may not comprise research into teachers' own current or past practice. For the reasons of space and relevance, I shall only review the latter, academically oriented kind of RE in this sub-section.

Reis-Jorge (1999/2007) investigated a research unit (research methods module) on a CPD intended, two-year-long BEd in TEFL degree in England as an outsider (i.e. external PhD researcher rather than the module tutor(s)). In a longitudinal case study, the author looked into how a small group of Malaysian English teachers experienced their involvement in learning to do teacher research as part of their academic studies and how these processes affected their perceptions of themselves as future teacher researchers. Reis-Jorge (1999/2007) observed three overlapping modes in which research was taught in the unit. These were, namely, *reading* (engagement with theoretical and empirical literature, including research guides), *formal tuition* (weekly lectures, seminars and practical tasks focussed on research skills needed for the teachers' projects) and *immersion* (active research engagement in partial fulfilment of mini research assignments and a final dissertation). The module syllabus aimed to initially cover the identification of interesting, researchable (feasible) questions by the teachers and then to continue by the design of appropriate research methodology (e.g. possible and popular data collection and analysis protocols in education research). To collect data, Reis-Jorge (1999/2007) utilised multiple and longitudinally readmitted instruments (rounds of questionnaires, interviews, session observations and field notes). The results revealed that the task-based approach adopted in the research methods unit (a balanced and simultaneous focus on both the mastery of research knowledge and skills and the teachers' presumptions and experiences of language teaching methodology) helped the participant teachers to develop an appropriate, all-inclusive mindset toward teacher research as 'a process of discovery and a path to professional development' in addition to a basic understanding of its nature, purposes and possible constituents (Reis-Jorge, 2007: 407). In the same vein, the author found that a strong, valued sense of improved self- awareness and -discovery was voiced by

the teachers who reported their adoption of 'a critical stance towards themselves and others as well as an attitude of open-mindedness to risk-taking and innovation' (Reis-Jorge, 2007: 410). Even so, the author explains that the teachers criticised the task-based RE unit in terms of prioritising practical over theoretical input (i.e. learning from experience through reflection and collaboration). Reis-Jorge (1999: 238) observed that 'unlike language teaching methodology, research methods represented for this group a completely new field and a domain where they had no previous experience to draw upon' and hence arose a perceived need for more theoretical input, especially to meet the dissertation requirements. Likewise, the dissertation work in particular was associated by the teachers more closely with 'academic' research (formal, theory-heavy) and less likely to be repeated in future even though the majority of teachers chose research topics that were inspired by their previous teaching practice. Also, the author reports that owing to time constraints regarding fieldwork (three months), the majority of teachers self-devised questionnaires to collect data from their students in Malaysia. Reis-Jorge (1999/2007) found that although the teachers acknowledged and appreciated the complexity of the criticality and systemacity entailed in planning, conducting and reporting a substantial 'academic' piece of teacher research, they envisioned their future research engagement to comprise less systematic protocols of investigating teacher actions and routines (e.g. direct observation and informed sense-making of everyday events in the light of literature examined on the BEd course).

A similar study by Kiely *et al.* (2004) illuminates aspects of a research methods module implemented as part of a UK-based, post-experience MA in TESOL degree programme. The module was designed as a pre-dissertation preparation unit and aimed at (a) providing general input on the concepts and processes of educational research (including Applied Linguistics), (b) close analysis (critique) of a self-selected

published educational research study and (c) by way of the critique, re-addressing aspects of educational research concepts and processes. The authors (also the module leaders) report that the study looked longitudinally into the overall impact of the two 'innovations' the module tutors introduced into the module. These were the individually written critiques of a research study and subsequent oral presentations. Through a series of questionnaires, semi-structured interviews and the analysis of teachers' dissertations, the researchers found that the teachers valued the module innovations that they considered novel and challenging in a range of ways. While the critique writing experience was valued in terms of critical reading and evaluation skills, making informed judgements, a sense of confidence facilitated by the ability to utilise module input, learning what educational research may constitute and hence getting inspirations for the dissertation (topics, empirical aspects and organisation); the oral presentations proved efficient in terms of deepening understanding and learning, broadening conceptions of research, improving presentation and speaking skills and getting to know about fellow teachers' work. The researchers also found a significant parallelism between the research methods utilised or topics investigated in the critiqued studies and those in the teachers' dissertations. However, they note that the majority of the teachers did not have access to classrooms or practice and, hence, their inquiries for completing the dissertation requirement largely included surveys, discourse analyses and interviews. Some of the challenges reported by the teachers concerning the RE module included time management, limited or no constructive peer feedback, difficulty of engaging with tutor feedback that identified weaknesses, unfamiliar topics covered by the articles to be critiqued and perceived personal shortcomings (e.g. academic writing skills, understanding conclusions drawn from quantitative data). Moreover, resembling Reis-Jorge's (1999) findings earlier, Kiely

et al. (2004) found that regarding the dissertation as an 'academic' mode of research engagement, 'the teacher identity […] [seemed to have taken] a second place to student identity' as the participants showed more 'awareness of dealing with the demands of postgraduate study' (Kiely *et al.*, 2004: 41).

Outside ELT, Deem and Lucas (2006) undertook a case study of how international, experienced school teachers enrolled on a UK Master's degree level research unit (module) conceptualised learning to do research for the first time. The module was a term-long and delivered through lectures, seminars and optional workshops in the following term; and it covered both qualitative and quantitative approaches to educational research. Student-to-student anonymised interviews, student evaluations of the module and tutors' focus group interviews were utilised to collect data. Two of Deem and Lucas' (2006) participants were involved with TESOL and these teachers, unlike others involved in other pathways in education, were found to have associated research with positivist traditions (quantitative approaches and numerical data as representative of facts and figures). As for the teachers' perceptions of the array of skills they needed for research, critical reading and thinking skills, reflection, communication and study skills, methodological decision-making skills and practical (versus theoretical) research skills proved valued. Furthermore, even though most of the teachers reported a positive outlook toward research and learning to do research, those who partook in the focus groups expressed mixed emotions regarding their keenness towards sustaining research (or some research-related activities such as reading literature to explore ideas, as was favoured by Reis-Jorge's (1999) participants) as a relevant activity in their future careers. As regards the content and delivery of the RE unit, in striking contrast with the views of Reis-Jorge's (1999) participants earlier, student evaluation forms revealed a number of concerns including

the lack of ‘practical’, hands-on research, exclusion of the teachers’ previous experiences and overloading of difficult, philosophical subjects (e.g. epistemology, ontology) frustrating the teachers’ understanding of the theory-practice relationship in education which they already deemed difficult.

The discussion of the two concepts introduced in this section of the chapter (teacher research and in-service teachers’ RE) in association with their conceptualisation and operationalisation in the context of pre-service teacher education will be the focus of the next section.

2.3 Student-Teacher Research in the Context of Teacher Education

Over the last two decades, initial teacher education has been exposed to and influenced by a number of radical movements and developments in general education regarding ‘effective’ teaching. As part of ever-evolving social, economic and political values attributed to general education worldwide, different contexts have been introducing different demands on and standards for how their beginning teachers are to be educated and qualified for practice (Buchberger and Byrne 1995, Flores 2005, Darling-Hammond 2006, Florian and Pantić 2013, Kennedy 2015, Munthe and Rogne 2015).

Initial TE (including UBITE) had recurrently been criticised for falling behind as regards sufficiently preparing effective teachers for the ‘realities’ of the profession (Wright, 2010). Darling-Hammond (2008) lists some of the major reported weaknesses highlighted periodically in the TE literature as inadequate time (to study and internalise subject matter, learning theories and pedagogical principles in 3-4 years), fragmentation (of coursework into disconnected modules), uninspired teaching methods (e.g. lecturing and recitation) and superficial curricula that ‘focus on subject-matter methods and a smattering of educational psychology [unhelpful for the STs] to

learn deeply about how to understand and handle real problems of practice' (Darling-Hammond, 2008: 341). From the STs' perspective, Clifton *et al.* (1994) argue that traditional and uninspired TE reinforces a sense of powerlessness (in terms of decision-making and initiative), meaninglessness (owing to unchallenging and irrelevant 'academic' study experiences as opposed to the 'real' world of teaching) and self-estrangement (alienation from the academic staff) among the STs (Clifton *et al.*, 1994: 183-189). Likewise in ELTE, almost all of these observations, along with the claims of 'poor knowledge base' (content), have been voiced as concerns pertaining to the current practices of the majority of university-based programmes (Freeman and Johnson 1998, Crandall 2000, Velez-Rendon 2002). A number of Turkish scholars have also articulated similar criticisms regarding national UBITE in general (Karagözoğlu 1991, Altan 1998, Çakıroğlu and Çakıroğlu 2003, Özcan 2013) and ELTE in particular (Mahalingappa and Polat, 2013).

Wallace (1991) posits the *craft*, *applied science* and *reflective* models of TE wherein the underpinning teaching philosophies progressively move from the pure, unidirectional transmission of 'expert' knowledge to uninformed 'novices' toward a carefully balanced emphasis on both 'experiential' and 'received' (scientific) knowledge and their synthesis by subjective individuals whose prior schooling and education experiences are valued and utilised during the learning-to-teach processes. While the former two TE approaches are commonly criticised for the above (and other) reasons, it is the reflective TE model that is presently deemed desirable and, according to some, 'exemplary' (Darling-Hammond, 2006) and 'innovative' (Farrell, 2015). In this view, STs' are offered opportunities and are aided during their pre-service education to become adept at self-initiated inquiry (i.e. independently posing genuinely intriguing questions regarding theory *and* practice) and research (i.e.

systematic, rigorous inquiry supported with evidence and blended with personal reflection for meaning-making). The following sub-sections, therefore, focus on the role of inquiry and research inclusive pedagogy in initial TE.

2.3.1 Inquiry as a Pedagogic Trend in Initial Teacher Education

The notion of inquiry has come to the fore in the TE literature as one powerful means to address some of the generic initial TE problems highlighted earlier (Tom 1985, Zeichner 1987, Lucas 1988, Tabachnich and Zeichner 1991, Gitlin *et al.* 1999, Erickson *et al*. 2005, Gallimore *et al.* 2009). Justice *et al*. (2007) broadly define inquiry as 'a range of instructional practices that promote student learning through student-driven and instructor-guided investigations of student "centered" questions' (Justice *et al*., 2007: 202). The authors continue to say that in educational settings, the concept is perhaps best deemed as an exertion of a constructivist methodology that targets active, meaningful and genuine student engagement in learning by stimulating curiosity and the urges to explore. Crawford-Garrett *et al*. (2015) build on the aforementioned importance of students' self-generated questions in the specific context of initial TE and argue that 'given the current policy environment that actively discredits and undermines teacher decision-making, it is imperative that pre-service teachers are afforded opportunities to pose questions and enact practices that generate alternate portraits of what it means to be a teacher' (Crawford-Garrett *et al.*, 2015: 15). Darling-Hammond (2006), additionally highlighting the crucial role of rigour in the process of inquiry (posing questions), argues that the core future-teacher attribute to strengthen must be the ability 'to engage in disciplined experimentation, incisive interpretation of complex events, and rigorous reflection to adjust teaching based on student outcomes' (Darling-Hammond, 2006: 11). Furthermore, the inquiry in TE understandings of authors like Tabachnich and Zeichner (1991) and Erickson *et al.*

(2005) bear upon the social aspects of learning to become a teacher in an integrated, co-supportive community of student-teachers, placement schools (administrators, teachers, pupils, support staff) and campus-based teacher educators wherein all parties share a commitment to collaboration and, in harmony with the reflective TE model (Wallace, 1991), to critical reflection, ongoing research and a vision of professional integrity. Likewise, Roth (2009) thinks of a community of inquiry wherein 'each new and old [member] is constitutive of the culture […] [E]ach shapes the culture as much as s/he is shaped by the existing possibilities to use resources and to act' (Roth, 2009: 118).

Overall, in the above conceptualisations of inquiry as a pedagogic trend in TE, we see that the notion is used as an umbrella term that comprises (among other elements) critical reflection, rigorous questioning as well as systematic research. The fundamental idea of STs posing genuinely interesting questions about teaching and learning and engaging in reflection in a rigorous and critical manner aligns well with the previously discussed 'research as systematic and reflective inquiry' understandings inherent in teacher research (2.2).

Recently, Nguyen (2013) chronologically reviewed four conceptual frameworks proposed by Lafayette (1993), Day (1993), Roberts (1998) and Richards (1998) concerning the long criticised knowledge-base (content) of (E)LTE (2.3) and each scholar's suggestions for improvement. Her analysis reveals that (among other matters of concern) while the early outline by Lafayette (1993) did not seem to include a systematic inquiry-capable teacher vision at all, the second model by Day (1993) briefly introduced and framed this aim (i.e. role of research methods education) as 'support knowledge' that informs ELT approaches; whilst the later frameworks by Roberts (1998) and Richards (1998), according to Nguyen (2013), slightly increased

the emphasis to be placed on language teacher candidates' inquiry skills in relation to the development of informed 'pedagogical reasoning and decision-making skills' (Nguyen, 2013: 35-36). Therefore, it can be inferred that an inquiry oriented pedagogy for (E)LTE in particular has also been gradually settling in as a 'desirable', yet loosely defined component of modern practice. To this end, Nguyen (2013) recommends that the existing knowledge-base models must be expanded to embrace the field's 'increasing attention to research knowledge and skills as an important part of language teacher professional development' (Nguyen, 2013: 49).

Unsurprisingly, then, an increasingly popular way of operationalising the construct of inquiry across 'visionary' (EL)TE programmes had been to design and develop curricula that explicitly aim to enable pre-service teachers to engage in systematic reflection on their professional action (i.e. teaching practice) and to articulate these reflections in modes of varying rigour and structure (Wallace, 1996). As we shall see next, 'teacher research' projects undertaken at the pre-service level have gained currency in this respect.

2.3.2 Teacher Research as a Pedagogic Trend in Initial Teacher Education

In harmony with inquiry oriented initial teacher education principles above, embedding elements of research into STs' programme of studies has been another way to promote critical and deeper understanding of the complex dynamics of teaching and learning in schools. To this end, teacher research as an organising principle acts as a 'logical extension' (Reis-Jorge, 1999) to the nowadays favoured reflective models of initial TE that target perpetual intellectuality, problem-solving abilities and professional 'habits of mind' in future teachers (Fox, 2010).

A view of 'student-teachers-as-researchers' has thus been articulated by some scholars.

> Acceptance of a student-teacher as researcher stance in teacher education is a powerful way of impacting the predominant teacher education practice of teaching as telling. [It] also creates new and more meaningful ways for [STs] to examine educational research as the purpose of such work and its links to *their* practice is better realized and valued.
>
> (Loughran, 2006: 146, emphasis original)

Likewise,

> As conceptualizations of the teaching profession become increasingly narrow, reflecting a policy environment that favors compliance over creativity, teacher educators must mobilize frameworks that position pre-service teachers as researchers, intellectuals and problem-solvers capable of transforming localized practice through systemic inquiry, just as Lewin did in the era of oppressive factory conditions.
>
> (Crawford-Garrett *et al.*, 2015: 16)

In this view, STs' teaching practice at their placement schools is highlighted. STs are envisioned to plan and conduct structured investigations into the issues, concerns or problems that may arise immediately from their own current student-teaching or cumulatively from their individual schooling experiences in the past. In this way, the STs are enabled to develop their evidence-informed reasoning capacities as well as deeply immersing in the complexities of classroom life, trialling self-generated resolutions for the puzzles that they observe. Furthermore, as Loughran (2006) argued above, by being research engaged, the STs are helped to create meaningful and memorable connections between the broader research literature and first-hand experience of 'real' classroom issues and problems.

Ultimately, then, the primary goal of teacher research inclusive TE is to educate and prepare future teachers who 'will base their educational decisions on rational arguments in addition to experiential arguments; […] [and] have the capacity to use research and research-derived competencies in their on-going teaching and decision-

making' (Westbury *et al*., 2005: 477). Sufficient levels of research knowledge, skills and interpretative abilities as well as an appropriate and complementary mindset are hence central to TR inclusive TE.

However, simulating in-service teacher research in the generally academic contexts of pre-service teacher education can be a formidable venture because of several underlying presuppositions that teacher research as an organising principle brings along. The first is the conviction that a research stance is necessary in teaching and hence intuitive, unsystematic pedagogical thinking and 'tinkering' (Huberman, 1992) is not sufficient as a single source to inform the professional teacher's reasoning in the face of classroom complexities. Secondly, and in line with the first assumption, there is an imaging of the teacher candidate as an intellectual who perceives knowledge as context-bound and constructed instead of fixed, provided and indisputable; and hence, is intrigued by exploring contemporary educational perspectives and theories as well as contributing to them through rigorous research from their own work (Reis-Jorge 1999, Kiely 2006). The third assumption is that most teacher educators unanimously share these visions and missions and do already see their students as teacher candidates as well as teacher-researchers-to-be – and also see the society and education system as ready to welcome and enable teacher researchers. Finally, it is presumed that the time period of the UBITE programmes (3-4 years) is suitable a window within which STs, in addition to learning about teaching, can develop the knowledge, skills and attitudes supportive of future independent, self-initiated teacher research (Westbury *et al*., 2005).

Although considerable research has been devoted to student-teacher research that is informed and inspired by teacher research traditions and tenets in relation to some of the assumptions above (see 2.3.4), much less attention has been paid to other possible

pedagogical approaches that are also intended to help teacher candidates to forge meaningful links between theory and practice. In her study of 'exemplary' initial TE programmes in U.S.A, Darling-Hammond (2006) identified (other than TR pursuits) what she named as 'research inquiries' which required the STs to engage in research *about* teaching but not necessarily their *own* teaching (TP); and to do so *throughout* their studies regularly rather than as a final-year, stand-alone project. She explains that 'these [tasks] range[d] from modest investigations of specific problems of practice to more ambitious research studies that may serve as a capstone project' (Darling-Hammond, 2006: 107). Underpinning these research inquiry efforts were, the author states, a commitment at the programme level to help STs to develop the data collection, careful observation, analytical thinking and questioning skills necessary to nourish a critical and reflective outlook towards practice in general which Darling-Hammond (2006) refers to as a life-long disposition of 'adaptive expertise'. Previously in section 2.2.1, we have seen that such a disposition aligns well with the principle RE 'mindset' mission of viewing practice in a professional light, noticing problems and pursuing improvement perpetually (Borg 2003, Lorch 2005, van der Linden, 2012).

As I highlighted earlier (1.1), an immense gap remains in our knowledge regarding the nature of such 'modest' research inquiry practices in initial TE, especially ELTE (see 2.3.6) and in what manner/sense these efforts depart to convey to and nurture the inherent researcher's disposition in student-teachers alongside their developing teacher identities (if juxtaposed). This is particularly significant a research gap given the little yet rather thought-provoking evidence suggesting that such activities are *all* that some initial TE programmes can offer their students in the name of research engagement during their programme of studies (see 2.3.6).

Before delving into the issue of RE provision in ITE that is unrelated to TP, I turn to the important role of policy-making in ITE regarding research and inquiry driven pedagogies in general.

2.3.3 The Role of Policy in the Development of Research and Inquiry Oriented Initial Teacher Education Curricula

In those contexts where initial teacher education is centralised by local governments, exploration of the relevant publicised policy becomes vital in understanding the higher order conceptualisations and justifications behind what governments at times project as 'acute pressure for change' in ITE or alternatively, reforms (Pachler, 2007). In so doing, deeper understandings can be facilitated about how 'high quality' TE is formally defined at a given time and what standards are subsequently deemed crucial at the national level.

For example, in England, Pachler (2007) observed a high level of prescription in the promotional publications of a government-sponsored CPD initiative as regards teacher 'professionalism' whilst in the USA, Michelli and Earley (2011) inferred a vague view of 'quality' in a federal teacher education act. In Saharan Africa, Johnson (2009) identified a misguided and evidence-deficient political ambition toward 'more' teachers rather than 'better' teachers which inflicted unfounded pressures on local ITE. In Australia, Louden (2009) observed a significant incongruence between, on the one hand, the '101 government inquiries' into the improvement of local ITE over 30 years and, on the other hand, ever-declining government funding and a lack of central regulation/standardisation initiative. A comparative study by Nguyen (2013) between two university-based ELTE programmes in Vietnam and Australia showed that particular contextual factors including national TE and language policies directly

influenced the programmes' content and the weighing of certain knowledge domains with respect to others (e.g. contextual, subject matter, pedagogical knowledge etc.).

In agreement with the general ITE policy-versus-reality pictures above, as regards research and inquiry oriented TE in particular, Tabachnich and Zeichner (1991) underscore the importance of rigorous discussions of the 'different intellectual traditions (of inquiry) and political commitments underlying the use of this terminology in particular situations' (Tabachnich and Zeichner, 1991: ix). Cochran-Smith and Lytle (2009), as devoted proponents of an inquiry and practitioner research stance in the American ITE, go so far as asserting that 'we need to unpack and critique the images of teachers […] that are creeping into the national psyche' that might hinder the establishment of the advocated stance (Cochran-Smith and Lytle, 2009: 83).

Moreover, it is equally important to look into how such political interventions in ITE curricula are interpreted and acted upon by TE programme implementers and teacher educators (Kennedy, 2015). Murchan *et al*. (2009) argue that 'change is a negotiated and interpretative process and not simply a function of being a direct translation from what is written in the ensemble of curriculum documents to classroom practice' (Murchan *et al*., 2009: 457). Similarly, Brain *et al.* (2006) highlight the 'mediator' role adopted by instructors whilst professionally judging whether to accept, reject or substitute the centrally prescribed goals and means of the education they are expected to deliver. Likewise, Honan (2007) positions teachers as 'bricoleurs' who 'take what they need from any policy documents to help them construct their meaningful practices' (Honan, 2007: 614). Also, ITE policies are not always received with antagonism and rejection. Regarding research and inquiry oriented ITE in particular, Krokfors *et al.* (2011) found in their study with teacher educators that they highly appreciated the explicit university policy and precisely designed action at the

curriculum level. The teacher educators were, however, sceptical about how aware and positive the STs were as regards these higher-order research and inquiry visions (see also Jyrhämä *et al.*, 2008).

All in all, what these scholars show us is perhaps that the possibilities of how ITE policies (as publicised manifestations of government aspirations) and ITE 'realities' (interpretations, mediations and acts at institutional and individual administration levels) in a given context interrelate can be surprisingly complicated and interesting, with significant impact on actual ITE practices. There seems, therefore, great potential value in 'unlocking' the various political contexts of any proclaimed inquiry and research stance in initial, centrally regulated ELTE, and how these in turn are mapped on the national and 'actual' curriculum versions – which currently appears to be unexamined in empirical terms in the literature.

2.3.4 Empirical Work on Student-Teacher Research

Student-teacher (pre-service teacher) research is deemed a logical concomitant of teacher research (2.3.2). Yet it remained far less researched by comparison. This comes rather paradoxical when there seems to be virtual agreement among scholars involved with teacher research that 'doing research properly requires special expertise' (Wallace, 1991: 56) and expertise comprises experience which in turn is built over significant time devoted to mindful and repeated practice (Turvey and Kemeny 2007, Jyrhämä *et al.* 2008, Hall 2009). According to van der Linden (2012), 'student teachers need to have the opportunity to practise their research skills and develop research knowledge at an early stage [in their studies], and need to go through cycles of conducting and using research throughout their period of study' (van der Linden, 2012: 17-18). This view of early introduction to and repeated engagement in research have

been voiced by others as well (Patrick *et al.* 2003, Murtonen and Lehtinen 2005, Downs and Wardle 2010, Krokfors *et al.* 2011, Crawford-Garrett *et al*. 2015). Moreover, consensus exists among many that STs commonly entertain negative views toward the relevance and usefulness of education research (Labaree 2003, Murtonen and Lehtinen 2003, Sizemore and Lewandowski 2009) and are hence prone to undervalue all the more their own student-teacher research (where they undertake it) in terms of legitimacy and credibility (Kotsopoulos *et al*., 2012). Therefore, in depth investigations into ST research in the areas of student (pre)conceptions, experiences and attitudes regarding learning to do and doing research have been quite popular and discussed extensively in recent literature. Similar to the scope of empirical work on teacher research, research studies conducted on student-teachers' research engagement also tended to examine the research pursuits undertaken by STs during their placement in local schools (i.e. ST research into TP) (see Thorne and Qiang 1996, Reis-Jorge 1999, Mitchell *et al.* 2009, Volk 2009, Hunt 2010, Wyatt 2014, Rosenthal 2014).

Firstly, in the area of ST perceptions, research shows that STs may ascribe various meanings to research based on previous experiences and personal histories. These include, collecting/gathering/handling information, knowledge building and enlarging expertise, science and formality (evidence, facts and figures), thought-work and critical thinking (immersion in the ways others think) and professionalism (McDonough 1997, Deem and Lucas 2003, Robertson and Blackler 2006, Reis-Jorge 2007). As regards traditions of teacher research (systematic teacher-initiated inquiry) in particular, studies revealed that STs tend not to associate their future teacher research intentions with the conventional, academically-situated and highly-structured research and hence tend to keep (or subtly enforced to keep through prescriptions of

'suitable' research topics) their researcher, teacher and student-teacher identities separate whilst working on their teacher research projects (Gitlin *et al.* 1999, Kiely *et al.* 2004, Reis-Jorge 2007, Hunt 2010). However, some conflicting empirical evidence suggesting STs' successful transfer and use of gained teacher research knowledge, skills and insights into their workplaces after graduation also exists (Crawford-Garrett *et al.* 2015, White *et al.* 2015).

Another key concern in the area of STs' research perceptions has been how they read disciplinary research and conceive the role of published scholarship. This is in part informed by the view of teachers as critical consumers/audience of research (Tom, 1985). Earley (2014) acknowledges the accompanying problems of in-service teacher research (e.g. time limitations, limited resources and inadequate school support) and states that 'many [future] teachers will not go on to conduct basic research but should be able to read the research literature related to teaching and learning in their field' (Earley, 2014: 243). Gitlin *et al.* (1999) found in their study with pre-service teachers that an overall wary outlook existed toward published scholarship in education. The authors state that the STs found literature inaccessible in language terms and articulated a preference of practical/pragmatic research reports over conceptual or theoretical literature. Gitlin *et al.* (1999) maintain that 'these pre-service teachers already have a healthy scepticism about the objectivity of research and suspect it is not written to influence those working in the schools' (Gitlin *et al.*, 1999: 760). The authors further argue that the STs perceived the scholarship of education researchers as expertise claimed from outside schools and hence 'not to be trusted' without careful introspection. The conclusion in Reis-Jorge's (1999) study is different from Gitlin *et al.*'s (1999). He found that the teachers enrolled on their BEd progamme looked quite positively upon published research and its utility. The author explains that even though

the English teachers had instrumental motivation to engage with literature (for completing assignments), they perceived the studies read as sources of pragmatic inspiration, that is, as offering potentially useful, effective and novel pedagogical ideas, hints and techniques for future ELT practice. Even so, drawing on evidence, Reis-Jorge (1999) claims that the teachers also developed an ability to apply an interpretive lens to their readings, engaging in retrospective and critical reflection whilst making connections between the studies' claims and findings and their own pre-course practice. Kiely *et al.*'s (2004) study, however, illuminates another 'reality' concerning reading research whereby the readers, namely the teachers with no substantial classroom experience, cannot relate to what they read (or asked to read) at all. The authors quote a particular teacher enrolled on the Master's programme with such a profile who found reading research 'seriously' problematic because: '*I think maybe my teaching experience was not enough so I cannot connect with the* [analysed] *article*' (Kiely *et al.*, 2004: 39).

Moving on, alternatively (outside (EL)TE), as a rare example in the area of research perceptions, Strayhorn (2009) investigated social sciences students' conceptions of specific research or research-related activities based on (possible) lived experiences post-enrolment (i.e. what counts as research). This is a research area that has been strikingly untouched upon in ELTE. For the purpose, Strayhorn (2009) utilised the questionnaire method in which one item asked the respondents to enter the number of research inclusive modules they had taken and another had them to select the activities implemented in these modules pre-listed by the author. These were namely, *attending lectures*, *textbook reading*, *research article reading*, *article critique/analysis*, *open-ended assignments* (e.g. hypothetical research proposal) and work involving *annotated computer output* (e.g. statistical data analysis). However, Strayhorn (2009) observed

little (statistically significant) discrimination regarding the students' preference of the various activities, cautioning that 'this may indicate that they do not prefer one strategy more than the other [or it] might also mask their preference for another strategy not measured here' (Strayhorn, 2009: 123). It could, for example, generate interesting results if the students could elaborate upon the author's 'open-ended assignments' option through a qualitative mode of inquiry or if an open-ended questionnaire item of 'other(s)' was added to the researcher's list. Nevertheless, Strayhorn (2009) made an original and (in the light of the literature reviewed in 2.3.5 next) much needed attempt to explore the number of all units (modules) that social sciences students could associate with RE practices on their academic courses.

Secondly, in the area of ST research experiences, discussions of fieldwork/data collection issues have come to the fore. Wallace (1996) reports on an action research project of Malaysian STs enrolled on a BEd in TESOL degree in the UK which was framed as a 'professional project' (a final dissertation) spread over the last two academic years of the four-year-long programme. The author highlights two key issues regarding this mode of ST research, namely, time management and acceptance of the ST-researchers by the placement school community (mentor teachers and school administrators). Wallace (1996) mentions that 'data collection tended to be pushed aside because of the pressures of teaching [and] when it was eventually done, it tended to be rushed and consequently sometimes inadequate or incomplete' (Wallace, 1996: 284). Furthermore, he explains that the STs' partners in schools (i.e. mentor teachers), despite the pre-fieldwork briefings provided, were often perplexed with why the STs wanted to record their students or photocopy their materials; or 'interfere' with their teaching and the syllabus by intended experiments (see also Price (2001) and Wyatt and Marques (2015) for 'acceptance' issues). On a side note here, a group of pre-

service teachers in Goodman's (1991) reflective inquiry inclusive module observed that the pupils at the placement schools, however, were indeed interested in and excited about the STs' teaching units which apparently challenged them in ways that their routine classroom activities could not. Wallace (1996: 293), therefore, argues for 'realistic' ST research initiatives wherein STs 'pursue modes of inquiry which more closely complements the normal professional activity of classroom teachers' (e.g. close mentoring of groups, trial of a novel but minor classroom activity and reflecting on the outcomes, systematic observation of student errors). Wallace's (1996) recommendation resonates with Darling-Hammond's (2006) earlier example of 'modest research inquiries' (2.3.2).

Kotsopoulos *et al.*'s (2012) STs were especially encouraged to develop their action research projects cooperating with their mentor teachers at the local schools in order that mutually favourable research questions were devised and addressed, yielding useful outcomes for both parties. Even so, the authors report that some of the STs experienced resistance, also from the school principals who, according to the STs, failed at informing the school community of the STs' presence and their research aims, leading into a sense of discomfort and insignificance among the STs. A qualitative study by Gitlin *et al.* (1999), however, revealed that between the ST groups who undertook action research in local schools, one group in particular observed research engaged teachers at their placement school who were already utilising action research to review and improve the curriculum in use; whilst other STs did not encounter any research active school environment. Gitlin *et al.* (1999) report that among all STs, only this group distinctively and frequently narrated a belief that busy teachers 'could' research their practice as part of their daily routines (i.e. beliefs concerning feasibility) and, contrasting Kotsopoulos *et al.*'s (2012) participants' views, that the professional

commitment to teacher research by pre- and in-service teachers did matter at the school level in terms of desirable change.

Finally, in the area of ST research outcomes, emphasis has been put on the impact, potential (value) and possible outreach of STs' research through dissemination. The provoking question encapsulated as '*what can a novice contribute*?' by Downs and Wardle (2010) seems to dominate the extant thinking and debate on ST research outcomes. While some authors argue that beginning researchers in study contexts must not be expected to produce original research in an academic term (McDonough, 1997), others insist that how originality and contribution are defined and perceived at the beginning, undergraduate/pre-service level shall better address the question above (Kinkead 2003, Chang 2005, Kirkwood and Cristie 2006, Hodge *et al.* 2008, Levy and Petrulis 2012) (see section 2.4). Downs and Wardle (2010) are among those scholars who strongly believe in the value of *attempt* even though accomplishment seems somehow unworkable. They maintain that 'failure to contribute is not synonymous with failure to learn […] It makes more sense to have students try to contribute and not succeed than it does to simply assume [them] to be incapable […], locking them out of the discovery culture as a whole' (Downs and Wardle, 2010: 179). In fact, some interesting examples do exist that demonstrate remarkable ways of carrying the STs' research beyond the walls of their lecture rooms. An early project described by Takata and Leiting (1987) is but one of these initiatives. They describe a local community research project that a team of students undertook as part of a module which involved the youth in the community and school-based observations. Once completed, the team composed a research report for a local task force commission and with support from the university's public information office, they organised a public press conference during which they answered questions and defended their work and ethical decision-

making. Later on, the students attended local radio interviews and continued disseminating their research findings. Perhaps more importantly, as the authors mention, 'within a few short months, the students have seen some of their recommendations implemented, and they continue to witness the impact of their research in the [local] community' (Takata and Leiting, 1987: 149). Another interesting example by Chang (2005) illustrates a single student-research project wherein the data collected and all that was ever written about the project and the research process was 'passed down' from cohort to cohort until the final product showed clear contribution to existing knowledge and was hence 'publishable' in a peer-reviewed scientific journal (under the names of *all* students who have ever partook in the project).

Despite these and other heartening examples (e.g. Rosenthal 2014), ST research products are usually more problematic than admirable in terms of potential contribution and impact owing to time constrains, lack of genuine student *and* tutor commitment/interest, little institutional support or unmanageable workload (Badke, 2012). In ELTE, a brief reflective account by Ur (1998) discusses the problems regarding the products of a first-time teacher research project conducted by a group of fourth-year undergraduate STs in TEFL. Having reviewed the research papers submitted, Ur (1998) reports on five major weaknesses pertaining to the *topic* (being too general), *nature of research* (lack of a clear understanding of the concept of research), *timing* (a struggle with the accurate prioritisation of certain research stages and acts over others), *organisation* (lack of effective summarising and unclear conclusions) and *standards of writing*. Regarding this last issue, Maas (1991), El-Dib (2007), Turvey and Kemeny (2007), Parks *et al.* (2011) and Park (2013) all highlight the possible challenges of helping beginning researchers to gain an understanding of

the vocabulary and language used in different research genres in their discipline, as well as constructing an identity of the 'research literate teacher' (Turvey and Kemeny, 2007). Returning to Ur's (1988) findings, with the first attempt yielding 'poor results', the author presumes that the students' inexperience in research and the demanding nature of the project were the major factors contributing to the observed negative outcome. She further predicted that '[t]his was, it seems, because nothing in their previous assignments has prepared them for this kind of research and writing' (Ur, 1998: 19).

Ur's (1998) final point above regarding STs' previous preparation for particular traditions of research is an important one as it can be interpreted as a call for attention to the methodical RE practices in initial teacher education which, as was discussed previously (2.3.2), are not always embroiled in STs' *own* teaching practice. The following sub-section addresses this matter.

2.3.5 Research Education for Pre-Service/ Student-Teachers

It has been argued that there is indisputable value in introducing pre-service STs to educational research methods so as to increase the likelihood for their further research activity post-qualification (Wallace 1996, van der Linden 2012). Indeed, research methods modules intended to equip STs with the appropriate mindset and necessary and meaningful research knowledge and skills for classroom-based inquiry are increasingly becoming compulsory in the initial TE curricula (Magos 2012, van der Linden *et al.* 2012). There are several possible reasons, argued convincingly in the literature, which underlie the growing emphasis placed on characterising student-teachers as researchers and on research inclusive TE pedagogies. These include (but are not limited to) helping STs to become efficient and critical readers of education

literature in accordance with the teacher research principles (Gitlin *et al.* 1999, van der Linden 2012), developing STs' self-confidence and encouraging them to pursue advanced degree studies (Ware *et al.*, 2002), increasing STs' awareness and understanding of 'evidence-based practice' for future and life-long personal and professional growth (Reis-Jorge 1999/2005, Waite and Davis 2006, Kotsopoulos *et al.* 2012) and more generally, increasing the population of research-capable, research-literate and critical individuals in accord with the modern, global knowledge economy (Davis *et al.* 2006, Turvey and Kemeny 2007, Badke 2012).

Research education components vary depending on the initial TE context (e.g. university-based or school-based, certificate course, diploma programme or undergraduate degree programme, face-to-face or online) and thus so do the nature, modes and goals of the STs' methodical preparation for research. A review of the available literature suggests that the majority of explicitly intended RE units (a single module or a series of interrelated modules) are strategically placed in the TE curricula to parallel those periods in the STs' studies when they will have access to schools (e.g. in the modular contexts of school experience and practicum/teaching practice) so that they are enabled to inquire into their own student-teaching and simulate aspects of teacher research (see Turvey and Kemeny, 2007). However, a limited number of alternative studies also exist which reveal types of RE units wherein the STs either adopt an 'outsider researcher' role (e.g. by executing conveniently sampled surveys and/or conducting interviews outside the classroom or school environment) or engage only in research proposal writing or literature review/article critique exercises during their studies (Diab 2006, Lombard and Kloppers 2015). What is more, it is noted that these research-related activities constitute the totality of the research experience that the STs can be provided with on some programmes (Jones, 2004).

In ELT(E), pre-service student-teachers' methodical research education in the form of curricular units (modules) is extremely under-reported. In fact, apart from Reis-Jorge (1999/2005/2007), McDonough (1997) and Kiely *et al*.'s (2004) work with in-service/experienced English teachers (section 2.2.2), Jones' (2004) account (see below) appears to be the only accessible scholarly work (to the best of my knowledge) that exclusively tackled aspects of this limited research interest in pre-service/inexperienced English teachers' RE provision unrelated to TP. In Turkey, for example, a rare investigation by Şahinkarakaş *et al.* (2010) revealed that according to the surveyed STs, no instructional activity that they could associate with teacher research traditions (e.g. represented as action research or observation-based classroom inquiry in the survey) took place in the ELT department under study. Also in Turkey, Balkar (2014) recently pointed out a prevalent lack of research orientation even in the TP units of the local ELTE programmes (i.e. the fourth-year modules known as *School Experience* and *Teaching Practice*) which enable access to schools and classrooms.

The next section provides a detailed examination of Jones' (2004) account and a number of other relevant empirical work on RE units in UBITE programmes in general.

2.3.6 Empirical Work on Student-Teachers' Research Education

Jones' (2004) article reports on aspects of explicitly intended research education for inexperienced, pre-service STs of English. Jones (2004) wrote as the tutor of a research methods module in the curriculum of a one-year-long, Graduate Diploma-level initial and university-based ELTE (TESOL) programme in the UK. Acknowledging the positive influence of the teacher research movement on the proliferation of practical RE components across UBITE programmes, Jones (2004) shows us, with some

examples, that not all research projects completed in these compulsory modules may necessarily resemble teacher research (i.e. collaborative and based on the STs' *own* teaching practice). Rather, Jones (2004) states, the small-scale research projects devised (e.g. with surveys, interviews and ephemeral classroom observations of others' teaching) may create a misinformed impression among the first-timer student-researchers of education research as a conventional and 'dull' academic pursuit. He thus argues that the potential benefits of formal-looking research education and engagement may not be too apparent to the STs with few future academic pretentions (e.g. higher degree studies or employment in the tertiary sector). Reflecting on his personal observations, Jones (2004) describes and justifies his decision of including an end-of-term, public display event of the STs' individual and written-up research work (e.g. posters, PowerPoint presentations and panels) to address their previously voiced doubts about the 'usefulness' of the RE module and the supervised research project. Jones (2004) explains that the RE module had been running for three years and was spread over 15 weeks (an academic term). By week four, the STs were expected to have settled on a self-selected, interesting yet feasible research topic/focus to be investigated in 'real-life' educational settings either at the host university or elsewhere (e.g. local school or learning centre). By week seven, Jones (2004) recalls, the pedagogical priority in the module was shifted from tutor-led instruction of research methods into less formal and more interactive sharing and discussion of the STs' projects and experiences in class. To exemplify, Jones (2004) explains that the STs 'show[ed] each other drafts, compare[d] results, ask[ed] for advice on the aesthetics of their display, and talk[ed] about their frustrations' (Jones, 2004: 30). As for the outcomes of introducing a research dissemination event, Jones (2004) referred to the module evaluation forms filled anonymously by the STs over the years. While

the majority of students commented very positively on the perceived rewards of the research exhibition in increasing the perceived utility of the RE unit and the research experience (e.g. interacting/networking with a wider audience including EFL teachers from nearby schools where some STs conducted their research, clarification/crystallisation of thought processes, increased visibility of others' research and comparison, collegial solidarity among researchers, valued feedback and praise from academics and the research participants – EFL teachers), few others mentioned that they had found preparing for the public event too time-consuming considering the small grade proportion allocated to it (ten percent).

Alternative insights from outside ELT (i.e. initial TE) into academically organised and delivered RE units (modules/courses), by contrast, exist in relatively higher volumes.

Valli's (2000) research in USA with pre-service teachers with some previous school-based experience (assistantship and support roles) included a semester-long, revised pedagogical construction (module) of school-based action research as part of a Master's degree. The author, as the module tutor, describes that the module syllabus covered multiple subjects ranging from defining action/teacher research to ways of critiquing personal and pedagogical assumptions, engaging with literature and previous theory, negotiating research interest, fieldwork and data collection, and research report writing skills. The STs prepared four written assignments for the module assisted by tutor-prepared guidelines and a textbook, namely, a justification of the research question and project, a justification of the methodology adopted in this light, a description of data analysis and the final research report. The author (rather surprisingly) utilised qualitative data collection procedures (audio-recorded module sessions, tutor's reflective journal, module documents, students' written work and student interviews). Valli (2000: 728) interpreted her research as 'a case of pedagogy

gone awry' owing to the irony she observed in findings – namely, the incongruences that emerged between her pedagogical intentions as the module tutor and her students' reported conceptions and experiences. Valli (2000) found that the main module reading (textbook) she had selected influenced and somewhat confused the STs' conceptions of the role and value of collaboration in action research – two points the tutor distinctly and consistently highlighted in her sessions. The research findings indicated that the STs found it difficult to comprehend why collaboration was highly desirable when their research projects were individual and when the selected textbook too conveyed an individualistic view of teacher research. Moreover, Valli (2000) found that despite her pedagogical efforts to explicitly link personal professional development and school improvement through the STs' action research projects, the STs did not commit to this goal, adopting either a purely insider perspective (inquiring into their own or their peers' teaching) or a purely outsider perspective (inquiring into aspects of school organisation and functioning irrespective of their own practice in the school) whilst conducting their research.

Lombard and Kloppers (2015) delivered two consecutive research methods modules (one per semester) for pre-service STs in South Africa which were compulsory in the curriculum and were assessed through a series of structured exercises and a final research proposal. Having previously observed student attitudes of research as too complex and strenuous when executed individually, the authors decided to experiment with pair-work (informed by principles of active learning, communities of practice and constructivism) as an overall pedagogical approach and evaluate the STs' reactions through a post-module questionnaire – which nonetheless inquired separately into the two semesters to analyse the similarities and differences between them. Lombard and Klopper's (2015) self-devised questionnaire investigated three

domains, namely, the STs' (1) experiences of the two modules (i.e. semantic scales for each of confident/insecure, relaxed/nervous, victorious/defeated, energised/bored, inspired/discouraged, positive/negative, convinced/doubtful); (2) perceptions regarding the value of the modules (i.e. Likert scale items of planning and organisation (one item), engagement with literature (two items), pair-work (one item), higher-order thinking skills (three items), writing skills (one item) and realising the importance of education research (one item); (3) opinions of pair-work and any desired (pre-listed) modifications (i.e. Likert scale items, semantic scales and rank-order lists covering overall attitude, reactions (i.e. fun/boring, stimulating/dull, easy/difficult, satisfying/frustrating, sensible/impractical, productive/destructive, reassuring/terrifying), learning about self and the partner and desired modifications). The authors found that a striking majority of the STs who returned the questionnaire reported a positive attitude toward the pair-work element. As regards the overall module experience, the authors inferred that the STs entered the first module with a prevalent feeling of insecurity which was soon alleviated by the end of the first module and continued until the end (based on the statistically significant means for 'confidence' and 'relaxation' followed by 'convinced', 'inspired', 'victorious' and 'positive'). However, feeling 'energised' yielded the lowest mean difference from the beginning to the end of the whole process which the authors attributed to student fatigue. More interesting findings emerged from the STs' ratings of the listed 'values' of the research unit (nine items in total). While a generic thinking skill, namely, 'organising and expressing thoughts clearly' was the top of the most-valued list, 'realising the importance of educational research' – an underscored RE in TE aim (2.3.4, 2.3.5) – came the last. Other highly rated 'value' items were 'scheduling/planning tasks', 'reading and analysing literature', 'pair-work' and

'problem solving'. Less popular items were 'presenting information in written form', 'acknowledging literature in a scientific and correct way' and 'creative and critical skills'. The authors thus inferred that the STs benefitted more from 'the improvement of general skills required for successful studying and academic performance' than 'the specific and perhaps advanced skills required for the execution of research' (Lombard and Kloppers, 2015: 8). However, it is important to note that the practical representation of research was in the form of proposal writing (based on a review of literature) in the authors' organisation of the research units; and so excluded any data collection, analysis, discussion and reporting.

Likewise, in yet another post-module questionnaire study with pre-service teachers, van der Linden (2012) (one of the two module tutors) in Netherlands looked into the STs' attitudes toward research, how their attitudes were influenced by the introductory RE unit they attended, and what aspects of the module they valued the most regarding the enhancement of their research attitudes, knowledge and skills. The author describes the unit to have 'a socio-constructivist perspective on learning [whereby] [STs] are encouraged to construct their own knowledge in realistic situations together with others' (van der Linden, 2012: 20). However, similar to the previous RE context above, the STs did not actively *conduct* research. Rather, they worked with 'authentic examples of teacher research' (i.e. research reports written and disseminated by teachers) to practice the 'realistic research tasks' of devising research questions and engaging with methodological decision-making in pairs and groups. The results of the questionnaire yielded the following ranking of the STs' perceived value of different aspects of the RE unit with regards to the enhancement of positive attitudes and knowledge/skill development:

RE Module Aspect	'Value' Ranking (high to low)
Pair and group work	#1 (most valued)
Realistic tasks	#2
Examples from practice	#3
Alternating teaching methods	#4
Connections to prior knowledge	#5
Peer feedback	#6
Opportunities to choose	#7
Connection to overall curriculum	#8 (least valued)

(van der Linden, 2012: 28)

As can be seen, the outcomes are thought-provoking. For example, even though the students highly appreciated interacting and collaborating with their fellows, they did not value each other's feedback as much. Also, what seemed to be at the top of the module tutors' value list (inter-modular connections) was pulled down to the bottom by the STs. However, this remains a presumption because the author did not illuminate why the list was ordered in the way it was ordered. Furthermore, perhaps because the participant STs were (seemingly) inexperienced in research as the module was introductory, utility of prior knowledge (in harmony with the vision of exploring ST-preconceptions and experiences) was somewhat left 'hanging' in the middle of the list as an undecided value attributable to the particular mode of RE experienced by the group. Nevertheless, van der Linden (2012) further explains that the questionnaire results overall conveyed a generally positive attitude towards research and the contribution value of the RE unit to the STs' grasp of research as an important activity for teachers – which, as a research finding, contradicts that by the previous researchers, Lombard and Kloppers (2015) – and to their self-confidence in being able to undertake a 'real' research pursuit in future.

To conclude the section, drawing on the foregoing tutor-devised and mostly quantitative methods to evaluate student 'values' regarding the taught RE units, an intriguing question arises: If the STs were enabled, in research methodology terms, to qualitatively construct their own RE values from their personal 'pools' of preconceptions and previous experiences, to what extent would these resemble the tutor-constructed lists of RE values?

I turn to the above and other questions that arise from the literature reviewed so far in section 2.6 in the context of the limitations of the available research studies in the RE in the UBITE field. Before that, I explore and discuss in the next two sections (2.4 and 2.5) a construction of a tentative conceptual framework of 'desirable' RE in UBITE as a way of thinking about the notion in the light of the current state of related knowledge.

2.4 An Academic Mode of Research Education (*Undergraduate Research*)

Undergraduate Research (UGR) is an educational movement that arose from USA in the 1980s in pursuit of re-defining national higher education and faculty-student roles. By way of curricular innovation, undergraduate research aspires to draw the traditionally segregated teaching and research activities in academia nearer and ultimately unify them as a single pedagogical scheme. The essential premise is to construct and maintain a collaborative and scholarly mode of interaction between faculty and undergraduate students nourished by inquiry-based principles of advanced education (Kinkead, 2003). In UGR, 'students engage directly in practicing the work of their discipline while they avoid passively acquiring knowledge that that discipline has produced' (Dotterer, 2002: 82). Accordingly, UGR rejects the conventional role of the academic tutor as 'knower' and 'knowledge producer' who merely transfers this esteemed body of knowledge

otherwise presumed to remain out of physical and intellectual reach for the oblivious UG student. Rather, UGR re-conceptualises for the faculty the role of a 'mentor', a seasoned scholar who assists the new comers into the given discipline and works in partnership with them in the co-production of original knowledge (Ishiyama 2002, Dotterer 2002, Brew 2003, Justice *et al*. 2007).

Of course, the idea of undergraduates engaging in forms of research and inquiry independently or in collaboration (e.g. library searches, reviews of literature, journal article critiques, essay writing, oral debates and final dissertations) is hardly new or innovative as an instructional approach in higher education. UGR, however, promises more. In the modern conceptualisations of UR, we find a repeated and insistent focus on 'originality'. Kinkead (2003) states that 'an [UR] project might result in a musical composition […] or an analysis of historical documents. The key is that the project produces some original work' (Kinkead, 2003: 6). Likewise, Hunter *et al.* (2006) note that 'effective UR is […] an inquiry or investigation conducted by an undergraduate that makes an original intellectual or creative contribution to the discipline' (Hunter *et al*., 2006: 40). Alternatively, Brew (2013) writes that 'through [UG], students can contribute to the academic project of the university' (Brew, 2013: 604). Chang (2005), however, warns against the potential danger of presenting 'originality' as contribution to a whole discipline or the academic world which, he argues, might intimidate students and hence hinder their research enthusiasm and have a negative impact on their developing research attitudes. He proposes a more modest and heartening introduction of the construct to the UG researchers as follows.

> It is important that students do not set themselves impossible tasks on the assumption that they are required to produce something earth-shattering […] Re-discovery is also a form of discovery, and it is entirely legitimate and useful to re-invent the wheel, as long as the wheel is not known in one's own community.
>
> (Chang, 2005: 390, 393)

UGR, therefore, aspires for all students to get involved with and contribute (to varying degrees) to the 'real' research endeavours undertaken by their tutors, who are knowledge-producing academics, through authentic research and inquiry activities. In so doing, it is believed that the students' learning rather than 'training' shall be made the priority and the very notion of research will be challenged with a re-positioning of the students, from the first day of their studies, as potential knowledge-generators (Downs and Wardle, 2010).

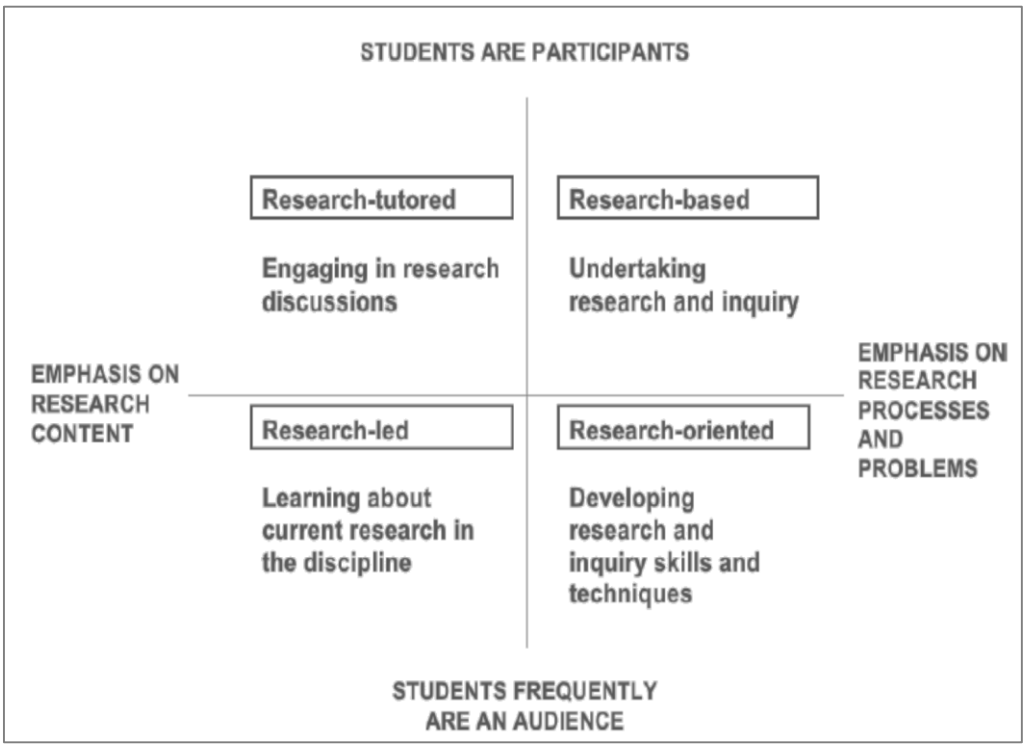
> [UGR suggests] a fundamental conceptual shift from the notion of students as a passive audience for the research output of individual academics, to the idea of students as active stakeholders in a research community in which their experience of research within the core curriculum mirrors that of their lecturers'.
>
> (Healey and Jenkins, 2009: 2)

As can be seen from the above quote, the groundwork of UGR lies on a vision of student empowerment which resonates with the inspirations behind research engaged student-teachers and teachers (2.2, 2.3). In both movements, at minimum, the unidirectional flow of disciplinary knowledge from academics (experts) to students/trainees (novices) is challenged and research activities that will closely resemble the variety of 'real', systematic and rigorous research in the concerned discipline are to be embedded in the programme of pre-employment, qualifying studies.

Within the UGR literature, the framework below by Healey and Jenkins (2009) is widely cited. The framework has its roots in Mick Healey's work in mid-millennium

and has a primary goal to inspire the movement of 'more curricula in the direction of developing students as participants in research and inquiry' (Healey and Jenkins, 2009: 6).

Figure 6: The Nature of Undergraduate Research and Inquiry



(Healey and Jenkins, 2009: 7)

Two parameters stand out in this framework, namely, the students' role (research audience or participants) and the research domain in focus (research content or processes). Although the authors caution that the parameters must not be seen as clear-cut dichotomies but as scales, the framework has nonetheless been criticised for (among other reasons) not clarifying the possible zones of overlap; for instance, when the focus in a research activity is both on the content and processes, or during a single activity the students switch between the audience and participant roles, or when an initially research-led activity develops into a research-tutored one (Brew, 2013). It is, however, important to note that Healey and Jenkins (2009) seem to perceive their framework as an intentionally flexible and abstract mapping of the possible main *ways*

of engaging students with research and inquiry (informed by tens of diverse case studies they offer as resourceful examples) for those educators/course teams in peripheral contexts who might be puzzled with the question of '*what to consider?*' before delving into the particulars of pedagogical structuring and efficiency. As I highlighted in section 2.2.1, in pre-service (EL)TE, a similar attitude seems more appropriate to inform the initial attempts of developing sufficiently inclusive 'desirable' research education framework(s) to reduce the possibility of unrealistic over-prescribing that crammed and complicated 'modelling' might bring about.

2.5 Towards a Conceptual Framework of 'Desirable' Research Education for Pre-Service Teachers

I have earlier presented Borg's (2003) definition of research education as an initial, explicit attempt in ELT to conceptualise and categorise teachers' methodical preparation for research in terms of knowledge, skills and attitudes (2.2.1). The literature reviewed in this chapter, however, elucidates a number of important factors that Borg's categorisation of possible RE components (*reading research*, *nature and purposes of research*, *teachers' knowledge and authority* and *technical know-how*) excludes, especially as far as pre-service TE in academic contexts is concerned (2.3). In this section, I re-visit Borg's (2003) RE framework and extend it to incorporate these factors. As I discussed in the previous section (2.4), I believe that utilising Healey and Jenkins' (2009) framework for undergraduate research best accommodates this attempt, as they appear to have provided a more flexible and inclusive language (terminology) to speculate the possible, broader scope of 'imaginable' RE components.

Firstly, the most significant weakness of Borg's (2003) framework is its exclusion of *conceptions*. We have seen that in the academic contexts of ITE, conceptions at the

national (policy) and institutional (programme implementers and teacher educators) levels can play a significant role in shaping how, why and in what modes research is taught and is to be experienced (2.3.3). At the individual level of STs, we have seen that pre-conceptions, assumptions, prior experiences and personal histories may impact how STs experience research and learning to do research (2.3.4, 2.3.6). Therefore, it seems crucial that any tentative framework of 'desirable' or 'good' RE in UBITE embrace, unearth and scrutinise conceptions at different levels in a given context.

Secondly, it seems necessary to clarify that research education and research engagement may not *always* concur. Although examples of research education blended into active, hands-on research engagement are aplenty (e.g. learning to do research through an action research project), we have also encountered in the literature alternative RE modes exclusive of empirical research (e.g. article analysis/critique, literature reviews, proposal writing) (2.3.6). It thus seems worthwhile to make this nuance overt in the next extended RE in UBITE framework. Here, I also believe that Borg's (2010) differentiation between engagement *with* research (dealing with published literature only) and *in* research (first-hand immersion) is particularly helpful considering the possibility that focus on research content and on processes are sometimes segregated in RE.

The final step is, then, expanding the scope of specific RE components (i.e. content of RE) with reference to Healey and Jenkins' (2009) UGR framework.

1. Research-led (activities): *learning about current research in the discipline.*

This component might correspond to Borg's (2003) 'reading research'. It might also address 'teachers' knowledge and authority' mentioned by Borg (2003) since 'current

research in the discipline' above, which is ELT in our case, do focus on the value of teacher-generated knowledge through systematic inquiry. Furthermore, the component is flexible enough to encompass such RE aims as developing a working knowledge of field epistemology and ontology (What is research in ELT? Who does it? What are the purposes/motivations? What are the subjects/topics examined? etc.) (see 2.2.1). In Borg's (2003) framework, these are captured by the 'nature and purposes of research' component. The research-led component, therefore, well accommodates the nourishment of the researcher's disposition and mindset in the student-teachers.

2. Research-oriented (activities): *developing research skills and techniques.*

This component might correspond to Borg's (2003) 'technical know-how'. It can cover not only the exploration of the methodological traditions of the field but also the academic literacy issues (language, genre, writing, structure etc.) discussed by other researchers but were not considered precisely by Borg (2003) (see 2.2.1 and 2.3.4).

3. Research-based (activities): *undertaking research and inquiry.*

This component might correspond to Borg's (2010) 'engagement *in* research' (doing research) and can be interpreted to embrace the fieldwork 'realities' recognised and highlighted by other authors more explicitly (e.g. access, resistance, participant recruitment, ethical considerations, data collection) (see 2.2.1 and 2.3.4).

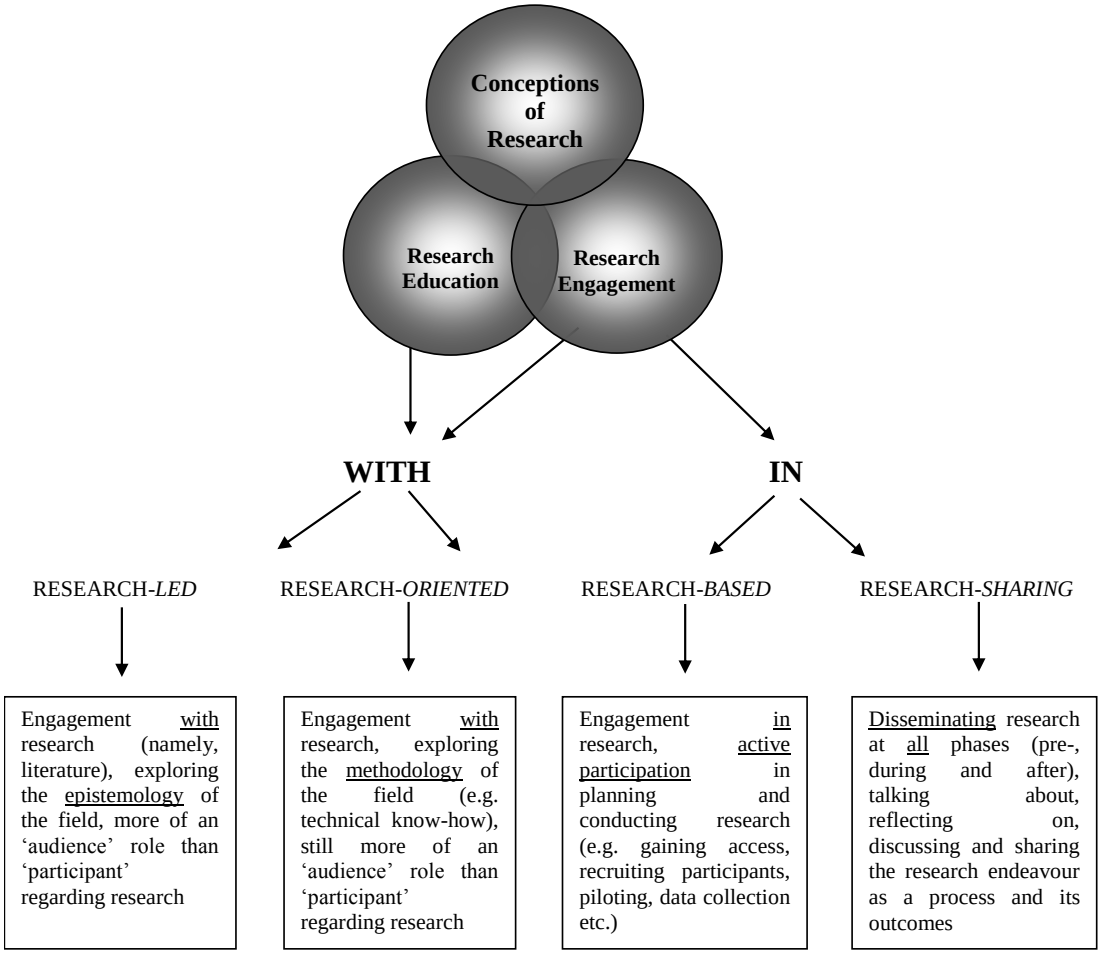
4. Research-tutored (activities): *engaging in research discussions.*

This component seems to bring a new dimension to Borg's (2003) framework pertaining to discussion and, by extension, sharing/dissemination of research but it is partly covered in those frameworks by van der Linden (2012) and Lorch (2005) primarily as analysing/evaluating research, inferring self-generated findings and

reporting one's own research (2.2.1). Healey and Jenkins (2009), through the case reports in their work, include possible other formal and informal dissemination modes as well, which do not necessarily occur *after* the research pursuit is finalised and written up (e.g. feedback sessions, peer reviews among students, oral presentations). However, it seems that the 'tutoring' label chosen by the researchers (i.e. research-tutored), having such connotations as unidirectional 'instructing', 'directing' or 'training', does not readily correspond to the dissemination/sharing aspect of research which, by its nature, suggests one's deeper levels of active engagement with the research content, problems and processes. Therefore, an alternative label, namely research-*sharing*, for example, will perhaps capture this focus more clearly, suggesting a relatively more complex and bidirectional relationship between the researcher and the 'researched'.

In this light, I propose the following as the initial framework for 'desirable' RE in UBI(EL)TE.

Figure 7: A Tentative Conceptual Framework of 'Desirable' Research Education in UBITE



The re-constructed framework, of course, is not without its own limitations. It does not, for example, represent explicitly other important contextual/institutional factors such as time, intended learning outcomes and assessment. Nor does it translate the realities of physical and human resources available that facilitate research and inquiry (e.g. libraries and librarians, access to restricted databases and scientific journals, teacher assistants for large classes, profile/expertise of those who deliver RE units etc.). The framework is simply intended as a 'jumping stone' for our as-yet little established understanding of RE in UBITE and as a tentative, conceptual compilation

of the previously reported RE 'realities' that will hopefully stimulate interest in further discussion and investigation in this narrow yet important research field.

I shall re-visit the framework in Chapter VIII for further discussion in the light of the case study's findings.

2.6 Limitations of the Reviewed Literature and Research Questions

In view of the studies reviewed in this chapter, a number of important limitations stand out in relation to the scope of our current RE in (EL)TE knowledge and to the methods utilised to construct this knowledge:

1. In the narrow research field of methodical RE in (EL)TE, it appears that the available empirical studies could not go beyond the confines of a single module to investigate how educational research is taught and learnt (Kilburn *et al*., 2014).
2. In initial ELTE, it seems that no empirical evidence exists as to the policy and national curriculum level representations of the taught, explicitly-intended RE units (Garner *et al.*, 2009).
3. The majority of the RE in ITE studies has been conducted and reported by the tutor(s) of the RE units. Alternative outsider perspectives are scarce (e.g. Reis-Jorge, 1999).
4. The majority of the RE in ITE studies primarily utilised the quantitative method of questionnaires to 'evaluate' RE units and student perceptions, experiences and knowledge. Therefore, rich insights into the detailed content and delivery of these units are lacking.
5. Very little is known about student-teachers' perceptions of the value of a given RE unit (or RE in general) in the curriculum (Lombard and Kloppers, 2015). Moreover, the limited number of studies that did investigate this matter mostly utilised the questionnaire method which comprised tutor-constructed set of possible values instead of student-constructed sets.

Considering these limitations, the present case study, in empirical terms, aims to:

- go beyond the confines of a single RE unit and explore its formally stated relation to and place in the overall ELTE curriculum in its institutional and policy contexts.
- bring multiple 'desirable' RE perspectives (formally stated, observed and perceived RE 'realities') into a single picture (a case) from the eye of an outsider researcher, utilising qualitative methods of data collection and analysis.
- engage the STs in the RE unit in a collaborative dialogue (by way of the repertory grid interview method) with the researcher about their lived experiences of researching in all 'thinkable' layouts utilised in different modules for its framing (perceptions of what constitutes research) and investigate the value they individually see in these experiences in their own terms.

Finally, in the light of the foregoing research aims, the case study seeks to address the following research questions that situate the aims of the case study.

Formally Stated RE Reality:

1. What is the formally stated place of research education in the Turkish HEC-supervised initial ELTE programme in North Cyprus?

1.1 What mentions of research education are there, if at all, in the Turkish HEC's selected documents of UBITE history and practice?
1.2 What are the modules in the initial ELTE programme`s national curricula models that are explicitly framed to involve research education?
1.2.1 How have these modules evolved in time as reported in the selected HEC documents?
1.3 How do the latest versions of these national modules compare and contrast with those delivered in the case study context?
1.3.1 How binding, if at all, does the key informant (programme representative) find the role of national module-models on influencing their actual implementation?

Observed RE Reality:

2. How is explicit research education implemented in initial ELTE in the case study context?

Perceived RE Realities:

3. What are the participant student-teachers' perceptions of research education activities in the case study context?
3.1 What activities have the student-teachers engaged in during their BA in ELT studies that they consider as research or research-related?
3.2 How do the student-teachers conceptualise these activities?
3.3 What do the STs' RepGrid matrices reveal about the extent to which they perceived the AWaRS experience as a 'good' research education experience?

In theoretical terms, the case study aims to contribute to the emerging 'dialogue of pedagogical culture' (Garner *et al.*, 2009) around the teaching and learning of educational research by constructing an initial, flexible yet sufficiently inclusive literature-informed conceptual framework of 'good'/'desirable' RE in teacher education and development (2.5) and re-evaluate it in view of the empirical outcomes of the present study.

CHAPTER III

Methodology

3.1 Introduction

In Chapter III, I aim to outline, discuss and justify the research paradigm and methodological approach that underpin the case study. I start with discussing constructivism which seems most appropriate for the focus and aims of the present study (3.2). In the previous chapter, I indicated that (to my knowledge) no empirical study seems available wherein an exploration of *multiple* research education (RE) 'realities' simultaneously within distinct contexts of initial (pre-service) ELTE was an aim. A constructivist mindset, which has such mottos as 'perspective', 'interpretation' and 'alternative meaning' at heart, thus seemed best suited epistemologically to inform my methodological decision-making, especially during the study's planning phase. In investigating and re-constructing formally stated, observed and perceived 'realities' of RE in an ELTE programme of studies in North Cyprus, I thereby intend to contribute to the narrow research field of RE in teacher education and development.

I piloted and utilised different research instruments in order to construct the three RE 'reality' domains. The investigation of the perceived RE 'realities' involved use of the Repertory Grid (RepGrid) interview method developed by George Kelly in 1955 as part of his Personal Construct Theory (PCT). In section 3.2 about constructivism, I discuss briefly PCT's epistemological relation with the constructivist paradigm. Section 3.3 builds on this introduction and situates PCT and the RepGrid in relation to the present study.

Section 3.4 presents and justifies how the reported study took form as 'case study', specifying the unit of analysis. Then, from section 3.5 to 3.8, I discuss and justify how

the collection, management, analysis and reporting of data was planned and undertaken. Next, I situate these processes in relation to principles of rigour in qualitative research (3.9). I then finalise the chapter with a discussion of ethical considerations (field access, participant consent, confidentiality, language and translation) in section 3.10.

3.2 Research Paradigm

One of the dictionary definitions of *paradigm* is 'a world view underlying the theories and methodology of a particular scientific subject' (Oxford Dictionaries Online – http://www.oxforddictionaries.com). As a qualitative researcher, I ought to reflect on and clarify in advance how my own personal worldview would influence my methodological decision-making and choices of theory to underpin and inform the present work of research (Creswell, 2007). As the title of the PhD thesis suggests, I embarked upon exploring the *multiple,* context-bound 'realities' of the research topic that I selected and narrowed down in the ways that I did (Chapter II). At the outset, therefore, I believed in the variety inherent in realities regardless of *what* or *whose* realities I would have ultimately re-represent and re-construct in the thesis. Later, the philosophy of ontology that is concerned with the nature of reality and issues of being (Guba and Lincoln, 1989) provided me with further understanding and the appropriate language to frame my ontological stance. It is one that resembles relativism with no 'worry about whether there is a real world […] that one can know more or less well' (Firestone, 1990: 107) or about explaining causal relationships between the phenomena I wanted to investigate with an eye on generalisation as the ultimate goal. I believe that 'we never get in contact with the world 'as it is' – it is always filtered by our constructions of it' (Butt, 2008: 127).

It was then necessary that I clarified my epistemological stance, namely, how my ontological values would intermingle with and impact my interpretation of these 'multiple realities' that I would mostly self-circumscribe as the researcher in co-operation with my research participants in our social context. The constructivist paradigm best framed where I stood epistemologically in my quest to understand how I was about to 'deal with the origin, nature and limits of human knowledge' (Guba and Lincoln, 1989: 83). Chiari and Nuzzo (2003) scrutinise constructivism with regard to the time-honoured *knowledge* versus *reality* – alternatively, *person* versus *world* – dualism. They highlight that the constructivist paradigm was born in reaction against logical positivism as a way to discover *scientific* knowledge via the scientific method of impartial observation of facts, according to which 'any other activity was not proper science' (Butt, 2008: 128). While the positivist stance is preoccupied with a single, indisputable reality, constructivism pivots its epistemology on the subjectivity of human inquiry and inherent interpretation by which meaning concealed in human activity – individual or collective – may be explored. The constructivist perspective thus establishes a pluralist system for meaning-making whilst interpreting the world. As Butt (2008: 134) argues, 'understanding people is more like interpreting a text than predicting the movement of particles'. This interpretivist stance can hence be considered more appropriate for social sciences research (such as the present study) when compared to natural sciences, as it is disposed to deduce or create meaning from possible multiple realities rather than discover certain universal, law-like truth. Aside from constructivism overall, the central view held firmly by the positioning of interpretivism regarding multiple realities has been a great source of inspiration for the present study as well, as I discussed in the beginning of the section.

Interpretivists hold that social phenomena cannot be studied with the experimental or manipulative methods employed in natural sciences because human action is intertwined with hidden meaning. At times, for instance, we may nod in disagreement or smile in misery. What we show externally may hence mask what we truly hold internally in terms of meaning and intention. Therefore, the interpretivist outlook accentuates human perspective (and the plurality thereof) 'in the context of the conditions and circumstances' of individuals' lives (Snape and Spencer, 2003: 21). The human agency espoused by this view through the acknowledgement of persons actively constructing their lives and selves, also implies recognition of personal accounts of lived experiences as valid and rigourous resources for scientific inquiry. Chiari and Nuzzo (2003: 48) thus establish that in constructivist investigations, 'this is why the predominant approaches are narrative, hermeneutic, interpretative and deconstructive'. Likewise, in this study, I adopted a methodology in paradigmatic alignment with the above-described constructivist traditions that would yield rich and insightful qualitative data, a part of which was deliberately generated in something of a narrative fashion by the research participants (i.e. the RepGrid interviews, see sections 3.3.3 and 3.5.3). The method of classroom observation also enables the participants' voices to be heard (yet in a re-constructed manner) whilst interacting among themselves rather than myself individually and directly.

In line with my ontological and epistemological stance, I hence discard objectivism and the positivist view of once-and-for-all truth that is 'out there', in some pure form to be discovered. Rather, I take up the view that meaning and knowledge are socially constructed and re-constructed (Richards, 2003). Within the domain of sociality, people generate meaning collectively through the medium of language (Bruner, 1990 in Chiari and Nuzzo (2003)). In this study, reality is hence conceptualised as not only

multiple but also subjective on both my part as the researcher and the participants with whom I interacted and socialised throughout an academic term both in the more formal contexts of classroom observations and interviews but also during session-breaks and off-campus informal meetings (see 3.6).

George Kelly's theory of personal constructs (which underpins the RepGrid interview method I used), as we shall see below (3.3), aligns well with the abovementioned emphases set by constructivism on the individual, perspective, multiple realities, language, narration and social interaction in terms of his Individuality, Commonality and Sociality Corollaries (3.3.2). Butt (2008) locates Kelly's PCT within not only (1) the essential constructivist emphasis of what goes on inside people but (2) also how this inner-system of construing influences what goes on between them and (3) how this in turn affects what goes on inside them over again. He comments that:

> PCT is a psychology for understanding […] why people think, feel and act as they do […] It [also] focuses on how each person sees others' constructions of her and conducts herself in the light of this.
>
> (Butt, 2008: 137-138)

Equally, the Sociality Corollary (see 3.3.2 below) from the social researcher's perspective especially implies a mutual adjustment between the viewpoints of the parties involved (i.e. researcher and participant). For the researcher, this means accepting effectively the participant's narrated outlook and trying to stand in their shoes (Butt, 2008) or see eye to eye with them (Kelly, 1991) regarding the phenomenon under exploration. In this study, within the relevant part (perceived 'realities' of RE) where I explored student-teachers' conceptions of research and researching through the RepGrid method of interviewing (3.5.3), I attempted to understand individual experiences and perceptions in the modus framed by Kelly's Sociality Corollary. It was not my aim to get my participants to decide whether pre-

determined items I would have listed in writing (e.g. *reading articles*, *discussions with peers/tutors*, *attending conferences* etc.) could be categorised as research or research-related. I simply wanted their opinions to be self-generated from within the context of their own research education experiences rather than channelized forcibly by a detached method of inquiry (e.g. a questionnaire). Nevertheless, I was aware that my belief system and values would inevitably influence the processes and outcomes of my interactive co-construction of meaning with each participant, to varying degrees. Nor can I claim that my presented interpretation of their spontaneously emerged (i.e. observed) or deliberately self-framed (i.e. interviews) experiences and conceptions are value free and completely unaffected by the social settings I was exposed to. Allen (1993: 33, emphasis added) cautions that depending on the context, 'one person's knowledge may *become* more valued, more "true" than another's'. I, therefore, recognise that in a PhD thesis authored by a single researcher, the re-represented 'voices of others', despite my good-willed efforts and the rigorous measures taken, are bound to be somewhat subjugated by the value biases of 'the speaker' – myself.

3.3 Personal Construct Theory (PCT) and the Repertory Grid (RepGrid)

3.3.1 Introduction

Personal Construct Theory (PCT), developed and expanded by George Kelly in the 1950s, has its roots in psychotherapy. It was originally meant to serve as the basis for clinical, therapeutic practice by which patients were aided towards 'healthier' ways of making sense of themselves and their social worlds. Over time, however, PCT had been picked up and extended by the work of researchers in several other disciplines including education (Bannister and Fransella 1971, Pope and Keen 1981, Yaxley

1991, Saka 1995, Sendan 1995, Denicolo and Pope 2001, Pope 2003, Fromm 2003, Erdoğan 2005, Yaman 2008 and Caputi *et al*. 2012).

Kelly likened the process of sense-making to that undergone by scientists, coining his renowned metaphor *man-the-scientist*. He argues that we humans have theories about the world and ourselves on which we relentlessly run and re-run experiments in order to generate predictions and anticipate our future. By constantly testing and re-testing our hypotheses, we are able to 'replace our old interpretations with alternative ones like a scientist does in their laboratory' (Erdoğan, 2005: 55). Kelly (1991) framed this prime understanding in PCT as *constructive alternativism*.

> We assume that all of our present interpretations of the universe are subject to revision or replacement. […] [T]here are always some alternative constructions available to choose among in dealing with the world.
>
> (Kelly, 1991: 11)

PCT hence theorises personality, departing from the person and their individual, creative ways of ever-interpreting the world and themselves. Central to Kelly's stance of idiographic (unique to individual) interpretation is what he terms as *constructs*. He explains that constructs are 'transparent patterns or templates' people craft according to which they assemble the world's realities as they perceive them. Constructs are the ways we have 'of viewing, giving meaning to, or construing the individuals and events' (Hardison and Neimeyer, 2012: 4) as well as the ways in which we anticipate future events. Kelly refers to the continual process by which constructs are generated, revised, substituted or simply abandoned as *construing*.

A key aspect to comprehend about Kelly's personal constructs is that they theoretically operate in a complex hierarchical system; that is, an individual's self- and worldview as a whole, at a given time. This construct system, as implied in the framing of PCT,

is in constant flux as the person actively interprets the events/persons s/he encounters day in and day out to attain his/her tentative version of 'reality'.

> [M]an creates his own ways of seeing the world in which he lives; the world does not create them for him. He builds constructs and tries them on for size. His constructs are sometimes organized into systems, groups of constructs which embody subordinate and superordinate relationships. The same events can often be viewed in the light of two or more systems. Yet the events do not belong to any system.
>
> (Kelly, 1991: 9)

Also, according to Kelly, *bipolarity* is a prerequisite for our constructs to come to presence. 'The implied contrast gives constructs their uniqueness' (Hardison and Neimeyer, 2012: 4). Fransella *et al.* (2004) elaborate upon this quality of constructs by explaining that as we attempt to assign meaning to our world, we do so by observing similarities and differences in a quest to notice patterns. Thus, 'it is in the contrast that the usefulness of the construct subsists' (Fransella *et al.*, 2004: 8). For example, a group of adult learners might 'unanimously' construe a given university lecture as *boring* but the individual meanings intended can only be crystallised once they each provide their *opposite* meaning/construct. Is it *boring* versus *interesting*? Or *boring* versus *engaging*? Or *boring* versus *relevant*? – and so the numerous alternatives can continue.

> It is fatally easy to talk to someone and think that we have understood them, but unless we do so in their own terms – which means finding out what their personal constructs are – we run the risk of simply laying our own thinking on to them.
>
> (Jankowicz, 2004: 11)

Kelly (1991) has thus established that a construct is 'a way in which two or more things are alike and *thereby* different from a third or more things' (in Fransella *et al.*, 2004: 7, emphasis original) arguing that nothing can be declared without something else being negated at the same time.

3.3.2 The Fundamentals of PCT: Fundamental Postulate and Corollaries

George Kelly's Personal Construct Theory is built on a *fundamental postulate* – basic assumption – and an array of eleven *corollaries* – subsequent, ramifying propositions – through which the postulate manifests itself (Kelly, 1991: 32-72).

- *Fundamental Postulate: a person's processes are psychologically channelized by the ways in which he anticipates events.*

Kelly's fundamental postulate establishes the philosophical position that each person is in a constant state of formulating predictions whilst interacting with his/her surroundings so as to interpret and build his/her unique understanding of reality. By so doing (and being), Kelly holds, a person is engaged in an everlasting process of meaning-making informed by previous experiences upon which in turn the person can anticipate future events. An image for humankind as 'tantalised' by future (not the past) is hence created by Kelly by way of the fundamental postulate.

- *Construction Corollary: a person anticipates events by construing their replications.*

Kelly's first corollary implies that a person who strives to make sense of their social world is also capable, by means of temporal and spatial observation, of noticing and abstracting recurrent themes and patterns in the daily flow of events. Thus, s/he reacts to oncoming events encountered based on the meaning s/he had attributed to 'similar' antecedent events.

- *Individuality Corollary: persons differ from each other in their construction of events.*

The individuality corollary highlights Kelly's view of *constructive alternativism* (3.3.1). The main assumption is that the 'same' event can be construed differently/alternatively by different individuals and they may do so in a countless number of ways. Individuals, therefore, are unique in their perception and

conceptualisation of a given event in a given environment. This individual difference also exists in *how* persons anticipate a said, 'same' event besides *what* they anticipate.

- *Organization Corollary: each person characteristically evolves, for his convenience in anticipating events, a construction system embracing ordinal relationships between constructs.*

Kelly sees personal psychology as a system of constructs, ordered hierarchically, which indicates a superordinate and subordinate inter-relationship between them. With his third corollary, Kelly posits that the organisation of this system is such that it is subjected to constant review and revision by its possessor in a quest to maintain some stability and to circumvent personal conflict which Kelly describes as 'incompatible predictions'.

- *Dichotomy Corollary: a person's construction system is composed of a finite number of dichotomous constructs.*

The dichotomy corollary provides grounds for Kelly's assumption that our constructs are not only finite in number but also bipolar in nature but not necessarily dichotomous (Butt, 2008). Kelly contends that nothing can be affirmed without some other thing being disregarded in tandem, explicitly articulated or not. The bipolarity notion also resonates with Kelly's various definitions of a construct, one of which reads: 'in its minimum context a construct is a way in which at least two elements are similar and contrast with a third' (Kelly, 1991: 43). This trait of constructs also makes the design and implementation of grid-based methods (e.g. RepGrid) possible for researchers' attempts to explore both the nature and assembly of segments of individuals' construct systems.

- *Choice Corollary: a person chooses for himself that alternative in a dichotomized construct through which he anticipates the greater possibility for extension and definition of his system.*

In the light of the corollaries that precede it, the choice corollary maintains that when a person encounters an event which s/he is to (inevitably) attribute meaning to, s/he

does so by giving preferentiality to that end/pole of a construct duo (X *versus* Y) which s/he construes to be potentially more suitable to accommodate their prediction and anticipation than its alternative in the context of the system that surrounds it. As such, the person makes what Kelly names 'the elaborative choice' of that construct-alternative which would extend and compartmentalise more precisely their standing construct system.

- ***Range Corollary:*** *a construct is convenient for the anticipation of a finite range of events only.*

With the range corollary, Kelly argues that constructs have boundaries in terms of their focus and range of convenience. In other words, a construct's range can be understood as relating to the extent to which it can be applied to different types of events, people, objects and so forth. While some constructs are highly 'permeable' and widely applicable (e.g. *good* versus *bad, big* versus *small*) some are bound to be relatively restrictive (impermeable) or less comprehensive (e.g. *carnivore* versus *herbivore*, *consonant* versus *vowel* etc.).

- ***Experience Corollary:*** *a person's construction system varies as he successively construes the replications of events.*

By means of the experience corollary, Kelly stresses personal change (arguably for 'better' or for 'worse' depending on the perspective adopted) rooted in a never-ending self-review and alteration of one's construct system as a response to the success or failure of one's anticipation of events. Kelly refers to this as 'the validation process' of the construct system during which, in the course of time, the person construes and re-construes experiences as life unfolds before them.

- ***Modulation Corollary:*** *the variation in a person's construction system is limited by the permeability of the constructs within whose range of convenience the variants lie.*

Kelly here maintains the importance of recognising not only the hierarchically organised personal construct system but also its integral *system of construction* that governs *how* it changes and evolves. He believes that this underpinning, active system is also organised to have an inherent superordinate and subordinate relationship and that whatever change is occurring, it is controlled by the *superordinating* system of construction. Simply put, Kelly holds that any form of intended personal change must be first construed by the possessor of the construct system because any 'new' viewpoint in itself is an event.

- *Fragmentation Corollary: a person may successively employ a variety of construction subsystems which are inferentially incompatible with each other.*

As established by the modulation corollary, a person's system of construction is in perpetual movement with potential shifts happening from old to new constructs. Kelly, however, contends that 'new constructs are not necessarily direct derivatives of, or special cases within, one's old constructs. We can be sure only that the changes that take place from old to new constructs do so within a larger system' (Kelly, 1991: 58). Therefore, a discrepancy between one's old and new constructs may come to being but, as Kelly explains, this is *tolerated* through the modulation and fragmentation corollaries in such a manner that we are able to keep our 'psychological house' intact and do not become utterly dysfunctional every time we confront conflict in some form.

- *Commonality Corollary: to the extent that one person employs a construction of experience which is similar to that employed by another, his psychological processes are similar to those of the other person.*

The commonality corollary complements that of individuality in the Kellyan theory and it focuses on interpersonal relations. Two individuals can construe seemingly identical experiences differently and in the same way, they can be observed to act similarly even though their experiences seem to have been different. The commonality

corollary focuses on the latter phenomenon and proposes that 'two persons' psychological processes will be as similar as their constructions of experience' (Kelly, 1991: 64) and that events as stimuli, however much similar looking, must not be taken for granted at face value as the sole determinant of shared meaning between persons.

- *Sociality Corollary: to the extent that one person construes the construction processes of another, he may play a role in a social process involving the other person.*

Kelly's last corollary is one with 'meta' features regarding the parameters of social construction of meaning. It is essentially concerned with people's conscious effort of attempting to construe how others construe a given topic in a given context and then utilising these personal meta-constructions to mediate their own social interactions (see also 3.2). Kelly summarises this notion as 'a psychology of interpersonal understandings, not merely a psychology of common understandings' (Kelly, 1991: 67). Some degree of interpersonal understanding, according to Kelly, is a prerequisite for a harmonious relationship between people but he also reminds us that this does not mean seeing things in the same way as the next person. What is highlighted here appears as a need for a relative degree of *acceptance* between persons concerning one another's self- and world-views so that healthy (versus destructive, perhaps) social relations can be facilitated and sustained.

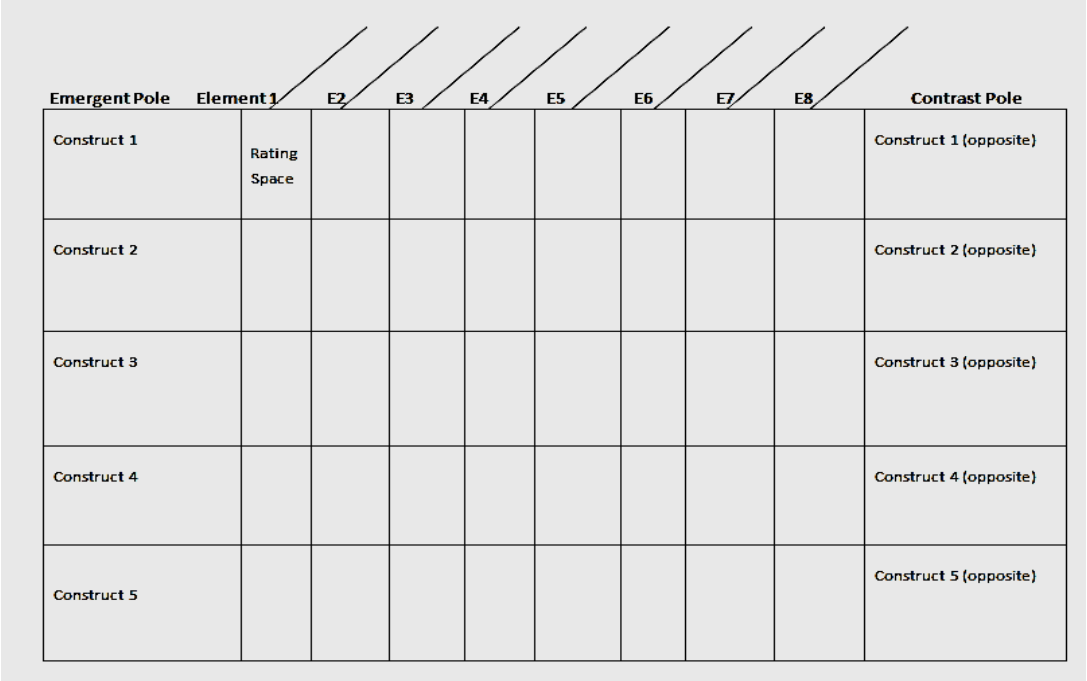
3.3.3 The Repertory Grid (RepGrid): An Introduction

George Kelly devised the repertory grid (also called RepGrid) interview as a methodological component of PCT to enable an inquirer to capture some aspect of an individual's construct system regarding a focus (topic/theme). Consistent with the Fundamental Postulate (3.3.2), the RepGrid aims to explore a person's strategies of sense-making and how these strategies are utilised to envision future events. According to Hardison and Neimeyer (2012), the RepGrid 'is essentially a structured

interview procedure that allows the investigator to obtain a glimpse of the world through the goggles of [the interviewee's] construct system' (Hardison and Neimeyer, 2012: 6). Although the RepGrid is indeed structured with a pre-set layout and a topic normally pre-determined by the researcher, it is by no means restraining in terms of content to be generated because it is elicited *from* the participant. As a research instrument, the RepGrid is in fact widely appreciated from a constructivist point of view as the research participant is empowered to have an ample amount of initiative and control over the content being produced during the interview (Giles, 2002). The RepGrid is also acknowledged across several disciplines (e.g. psychology, education, marketing and even architecture) as a precise tool which provides a mental map depicting in some measure a person's ways of construing the topic under investigation (Jankowicz 2004, Bell 2011). In education particularly, RepGrid 'promise[s] to maintain the integrity of educators' and students' perspectives while revealing them' (Solas, 1992: 205).

When completed, the RepGrid interview in its most basic and common form yields a matrix (grid) as an immediate outcome. The grid normally has four primary constituents which are, namely, *elements*, *constructs*, *a linking mechanism* (i.e. rating, ranking and dichotomisation) between these two and *a topic* on which the grid is to be co-produced. The following figure illustrates a possible RepGrid template.

Figure 8: A Sample Template for the RepGrid Matrix



Emergent Pole	Element 1	E2	E3	E4	E5	E6	E7	E8	Contrast Pole
Construct 1	Rating Space								Construct 1 (opposite)
Construct 2									Construct 2 (opposite)
Construct 3									Construct 3 (opposite)
Construct 4									Construct 4 (opposite)
Construct 5									Construct 5 (opposite)

The RepGrid allows the PCT researcher great flexibility in terms of design (see Caputi, 2012 for a relatively recent review of grid-based methods). However, one of the typical procedures we often encounter in the relevant literature for RepGrid elicitation is as follows:

Firstly, depending on the research topic, the *elements* are identified. These can be, among countless others, events, persons, objects, habits, situations etc. or as in the present study, academic experiences. Elements can be elicited from the interviewee or supplied by the researcher according to the nature of the research questions. The suggested number for the elements is six to 13 but 'as with all other aspects of grids, there can be no hard-and-fast rule' (Fransella *et al.*, 2004: 55). The elements, once identified, are arranged as above (fig. 8) to create the columns of the matrix.

Secondly, following element identification, construct elicitation is initiated. This is usually organised via Kelly's 'triadic elicitation' method. It was stated in section 3.3.1 that Kelly defines a construct as 'a way in which two or more things are alike and

thereby different from a third or more things' (in Fransella *et al.*, 2004: 7, emphasis original). Triadic elicitation is based on this core understanding about the nature of constructs. In this method, the participant is invited to compare and contrast triads of elements (three elements at a time), often written on cards, and asked to first articulate a likeness that s/he construes between any two. Their response (once clarified and labelled) constitutes the 'emergent' construct to be assembled under the 'emergent construct pole' of the grid (fig. 8). Next, the participant is asked to identify the 'opposite' of the said emergent construct elicited in terms of the meaning s/he attributes to it. Similarly, their response is assembled under the 'opposite construct pole'. As such, through several rounds of triadic groupings, the participant continues (within reason) to formulate construct pairs (e.g. *interesting* versus *dull* lecture, *engaging* versus *boring* seminar etc.) until s/he can no longer generate a new discernment. Each construct pair represents a dimension along which the individual's outlook about the topic is mapped (Butt, 2008).

To finalise the RepGrid formation, the elements and construct pairs are *linked*. A common way of achieving this is to invite the participant to *rate* each element in relation to the construct pairs, each to serve as a dimension, or in other words, as a scale. The construct pairs are generally considered as individual scales of 1 to 5 or 7 depending on the degree of flexibility the researcher wishes to bestow upon the ratings. The participant evaluates their elements by mentally placing each on the scales generated in the form of construct pairs. While the emergent construct is conceptualised as the 1 end of the scale, the opposite construct is allocated the number 5 or 7, representing the other extreme of the meaning attributed to the concerned construct. As a result, for example, while an element rated 1 or 2 (on a scale of 1-5) would denote full representation of or closeness to the emergent construct

respectively, a rating of 4 or 5 would imply closeness to or full representation of the opposite construct respectively. A rating of 3 would suggest a 'neither/nor' or 'unsure' understanding which can be co-elaborated upon further by the interviewer and interviewee.

As with all other data collection instruments in qualitative research, the RepGrid has been subject to criticism concerning analytical/interpretative issues as well as those of rigour. I discuss these in the context of this study in sections 3.5.3 and 3.6 along with the justification for the RepGrid design, implementation and analysis methods I adopted for this study and my personal reflections on the overall experience of having utilised the RepGrid interview as a research method.

3.4 Case Study

There seems to be consensus among qualitative researchers that if there is a single, definitive pre-requisite for a systematic inquiry to be considered a 'case study', then that will be the presence of a clearly outlined 'unit of analysis' in a purposefully identified and selected case (Merriam 2002, VanWynsberghe and Khan 2007, Yin 2009, Saldana 2011, Hamilton and Corbett-Whittier 2013). Case studies in general terms are 'intensive analyses and descriptions of a single unit or system bounded by space and time' (Hancock and Algozzine, 2006: 10-11). In the extended definition by VanWynsberghe and Khan (2007), a case study is 'a transdisciplinary heuristic that involves the careful delineation of the phenomena for which evidence is being collected (event, concept, program, process, etc.)' (VanWynsberghe and Khan, 2007: 9).

Creswell (2007) holds that essentially the researcher must be able to recognise and articulate whether the phenomenon – which the selected case is intended to elucidate

– is at all 'worthy' of scrutiny. In other words, the case – unit of analysis duo is expected to rise from within a relevant knowledge-pool and justified as a significant and necessary focus for intended research. Yin (2014) regards this literature-informed process of identifying 'necessary research' as a process of *abstraction* and believes that case studies take shape when the researcher is able to 'define a specific, 'real-life' case to be a concrete manifestation of an abstraction' (Yin, 2014: 34). Hancock and Algozzine (2006), Dörnyei (2007) and Yin (2009) all additionally point out that the real-life phenomenon under scrutiny in case studies must be relatively contemporary for the prospect of generating novel conceptualisations as a potential contribution to the concerned research community; and be studied in its natural context with no conscious or pre-planned attempt by the researcher to disrupt the flow of events for research purposes (e.g. experimental approach, pre- and post-intervention examination).

I discussed in Chapter II that the conceptual roots of teachers' research education (RE), the focus of this study, can be traced back to 1970s (e.g. Burgess, 1978). Even after four decades, however, a review of the relevant literature indicated that exceptionally few scholars picked up on this potential research area and conducted related (yet eclectic) empirical work. Our knowledge of explicit and methodical RE in teacher education (especially in ELTE), therefore, is as yet very limited; with the RE research territory remaining uncharted and hence novel. As a result, the investigation herein took form as a case study relatively 'organically' in the light of the literature reviewed which gave rise to the identification of gaps in the knowledge regarding the subject of RE in initial ELTE.

In the present study, the following fundamental constituents specify the case and its boundaries:

Case: is the BA in ELT programme at the Northern Cypriot university where fieldwork was implemented. As a 'typical' (standardised) initial ELTE programme (1.2.3), it is assumed to pertain only to the core curriculum (the Turkish HEC-established compulsory modules) being used in other corresponding programmes across North Cyprus and Turkey institutions (1.2.2).

Unit of Analysis: is the 'research component' (Reis-Jorge, 1999) of the BA in ELT curriculum, namely, the two modules together that *explicitly* claim some research education role (see 3.6). Each module itself is considered an individual 'research unit' (Reis-Jorge, 1999). Other than possibly triggering some level of 'reflectivity' in the module participants (also known as the 'observer's paradox,' see 3.5.4) by attending these two modules' sessions as an observing researcher, I did not take any pre-planned action to interfere with the 'natural' flow of classroom events, as is advised for case study researchers.

Case studies carry the potential to provide 'rich and in-depth insights that no other method can yield' (Dörnyei, 2007: 155) and in harmony with the constructivist paradigm, they can illuminate 'discrepancies or conflicts between viewpoints […] offering some support to alternative interpretations' (Cohen *et al.,* 2011: 292). On the other hand, case studies have also been criticised for their vulnerability in terms of their typically small sample size and context-heavy descriptions, giving rise to questions about their generalisability to other settings (see Stake 1978, Simons 1996 and Flyvbjerg 2006). However, in social sciences, scholars highlight the importance of distinguishing between *statistical* and *analytical* generalisability (Donmoyer 1990, VanWynsberghe and Khan 2007, Yin 2009). Yin (2014) rejects positivist terminology in his discussion of generalisability and argues that although the former kind (statistical generalisation to populations) is more widely acknowledged, the latter

(generalisation to theoretical/interpretive/conceptual propositions) is more relevant for case studies in the social sciences. Echoing Cohen *et al.* (2011), he states that this is especially true for those case studies in which 'a relativist orientation to appreciate the possibility of *multiple realities*' is adopted (Yin, 2014: 122, emphasis added). In that vein, the present case study explores and describes a multiple realities of RE in the context and aims for analytical generalisation in relation to the tentative, literature-informed conceptual framework I constructed for 'desirable' RE in initial university-based (EL)TE (2.5).

3.5 Data Collection Instruments and Piloting

Data in the case study was collected by means of four types of research instruments. These were namely, official documents, key informant semi-structured interviews, repertory grid (RepGrid) interviews and classroom observations.

3.5.1 Official Documents

Document collection is an indivisible act of inquiry within the case study pursuit in terms of the 'official' (formally stated) perspective they bring into the delineation of the unit of analysis. Official documents are those records 'produced by local, national and international authorities [as well as] small or large organizations' (Cohen *et al*., 2011: 249). In educational research endeavours, national and local archives – some of which may be accessible online – enable researchers to explore educational history and policy-related issues in a given context. Records of such nature are highly valuable in 'understanding debates and tracing processes behind the scenes as it were' (Cohen *et al*., 2011: 252).

Likewise, in the present case study, a major objective is to investigate the formally stated history and developmental process of research education in the pre-service

ELTE in Turkey/North Cyprus. To this end, official documents at the *national*, *institutional* and *module* levels were utilised to illuminate a formally stated 'reality' of RE in the context (Chapter IV).

National Documents: The collection of national documents concerning UBITE in Turkey was made possible by the small online and public archive (35+ records in *.pdf* format) managed by the Turkish HEC (http://yok.gov.tr/web/guest/yayinlarimiz). Among the collection, three documents (all in Turkish) appeared to have direct relevance to this study. My selection criterion while screening the archive was for the potential document(s) to be exclusively and explicitly about local teacher education. I hence disregarded publications on local higher education which formed the majority of the online archive. Chapter I and IV report on the selected documents exhaustively.

Institutional Documents*:* This category comprised those records I collected during the fieldwork in North Cyprus. The pre-service ELTE programme's curriculum (list of modules), programme mission statement and brief module descriptions (of content, aims and objectives) were downloaded from the ELT department's public website.

Module Documents: This data-set consisted of the 'module outline' documents of the two explicitly RE inclusive modules that I observed (see 3.6). The documents were shared with me by Dr Acar, the vice-coordinator of the ELTE programme and module tutor of ARaW II (see 3.6) at the time of the study and by Dr Sezer, the module tutor of AWaRS (see 3.6). Additional module records I collected included the materials used in the sessions (i.e. tutor's PPT slides, textbook page copies and student-generated material, if any).

Documentary investigation has the potential 'to illuminate the past, patterns of continuity and change over time, and the origins of current structures and

relationships' (Cohen *et al.*, 2011: 254). Despite being rich sources with rigorous evidence of education policy and administration, official documents may compel the researcher to overstate acts and facts, conveying a simplified, top-down outlook of education. By its very nature, a purely document-based scrutiny of educational phenomena may fail at 'engaging with the classroom, the learning context, and the interface between teachers and learners' (Cohen *et al.*, 2011: 253). Therefore, as was done in this study, official documents are best complemented with other empirical inquiry methods which would yield bottom-up, contextualised data *from* classrooms and individuals as interpreters and mediators of educational phenomena.

3.5.2 Semi-Structured Key-Informant Interviews

To complement the formally stated 'reality' of RE in the context, two semi-structured interviews were conducted (almost a year apart) with Dr Acar, the vice-coordinator of the ELTE programme as a 'key informant'. Edwards and Holland (2013) characterise key informants as those individuals in a formal setting who have 'a position that gives them specialist knowledge about the people and processes' with which a study is concerned (Edwards and Holland, 2013: 31). In the case study, similarly, the key informant interviews with Dr Acar primarily aimed at exploring her interpretation of national UBITE policies and other possible programme dynamics and/or priorities (including that of RE) that may have not necessarily been 'officially' documented on paper. The data from these interviews are hence reported on in Chapter IV as part of the conceptualisations of RE in the context at the institutional level.

Of course, interviews inherently involve power asymmetries that the researcher must consider, especially when the interviewees are those 'in the know' instead of powerless, marginalised or little/rarely represented group members. There is an

assumption in such interview settings that it is the interviewee who is the 'expert' and who, thus, has relatively more power than the 'knowledge-seeking' researcher. Edwards and Holland (2013) write that interviewees with higher social positioning may be 'subject to formal constraints on disclosure […] or informal rules of political, administrative or corporate reputation and loyalty and an 'official line' to be put forward' (Edwards and Holland, 2013: 84). Mikecz (2012) adds that '[p]ositionality is dynamic; it evolves during the course of data collection and becomes a key determinant of the research's success' (Mikecz, 2012: 492). Therefore, it is important for the researcher to take heed of whether and when the interviewee seems to be speaking in their 'official' capacity or off-the-record during the interview. I discuss my interviewer-interviewee, or more broadly, researcher-researched relationship with the key informant in the present study further in section 3.6.

The interview guide developed for the first session was semi-structured and mostly literature-informed with a small number of self-devised questions (Appendix B). The focus of this meeting was on obtaining *descriptions* from Dr Acar of the ELTE programme and its technical features (Brinkmann, 2013). The second guide (also semi-structured) consisted of questions I developed in time based mostly on my classroom and field observations during the fieldwork (Appendix B). The second interview session focussed in part on the place of RE in the programme in Dr Acar's opinion and involved relatively more of her *reflections* and *theorisations* (Brinkmann, 2013) regarding the issues we covered.

The first interview guide was piloted twice. The first trial was with an international PhD colleague who was an ELTE programme coordinator in her home country and second with the Head of (English) Department at a university within travel distance to the University of Warwick. Both sessions went smoothly in a pleasant atmosphere and

yielded potentially significant data about the possible external factors – such as higher education policies and teacher education accreditation protocols – affecting the priorities of university-based initial ELTE programmes. I felt no need to make changes to the original interview guide. The second interview guide remained un-piloted as I developed it during fieldwork. Yet it was reviewed by the PhD (first) supervisor of the present study.

3.5.3 Repertory Grid Interviews

The RepGrid, as was introduced earlier (3.3.3), is a PCT-based method of structured interviewing that aims at exploring aspects of individuals' construct systems. It was utilised in the case study in an attempt to construct a 'perceived realities' of RE in the context by eliciting student-teachers' constructs relating to research. Since its conception, the RepGrid has raised concerns about its validity and reliability (Solas 1992, Feixas *et al.* 1992) which were counter-argued proficiently and convincingly in the work of Fransella and Bannister (1977), Smith (2000), Jankowicz (2004), Butt (2008) and more recently, Hardison and Neimeyer (2012). The recurring issues in utilising the RepGrid interview are noted by Jankowicz (2004) as *topic selection*, *choosing elements*, *specifying and labelling constructs* and *obtaining ratings*. Below I try to contextually situate these issues in relation to their organisation in the case study.

Topic Selection: Deciding on the RepGrid topic generally depends on the researcher's purpose of selecting this method as a suitable research instrument (Jankowicz, 2004). My purpose was threefold as I believed that, in the context of this study, the RepGrid would help me to;

- transcend the boundaries of the explicitly intended RE modules in the initial ELTE curriculum and explore STs' perceptions of what constitutes research with respect to their possible relevant experiences in *other* modules (*elements*).
- explore what sense the STs made of these research activities they have experienced by means of eliciting their *constructs*.
- explore STs' own favoured constructs in relation to what 'good research experience' constituted in their view.

Consistent with the above trail of thought, by means of the RepGrid interviews, I intended to elicit a student-narrated 'perceived realities' of research education in the context – how it *is* and how it *should be* in the eyes of the participant STs – as the third major perspective domain in the case study (after the formally stated and observed realities).

Choosing Elements: Beail (1985), Fransella *et al*. (2004) and Bell (2005) all acknowledge the heated debate over whether the researcher should elicit or supply elements and/or constructs. Convincing arguments exist for both ends of the *elicit* versus *supply* dichotomy but for elements in particular, there appears consensus for elements to be representative of the studied area and be familiar to (experienced by) the participant so that they *can* be construed. In the present study, I chose to elicit elements as I wished my participants themselves to encapsulate their lived research experiences in the form of self- or co-labelled elements. To do so, I used the following probe to initiate element elicitation.

> *All research and research-related activities that I* [participant] *have been engaged in as part of my BA studies, inside and outside my classes.*

The final verbal labels used to represent these experiences (written on white cards) were at times negotiated when I observed that my participant was struggling to articulate or summarise their line of thought, or was focussing too much on the

topic/theme of the experience (e.g. essay *topic*) and not enough on its format as an activity (i.e. activity being an *essay*, or *report* or oral *presentation* etc.).

Specifying and Labelling Constructs: The abovementioned *elicit* versus *supply* debate has taken in the RepGrid's construct dimension as well. However, Beail (1985) among several others reminds us that 'whatever is supplied by the investigator is itself the subject of the [participant's] personal construing' (Beail, 1985: 6). It thus follows that the researcher must ensure that the supplied verbal label is meaningful to the participant. In my use of the RepGrid, I preferred to elicit constructs by means of the triadic elicitation method (3.3.3). Akin to element elicitation (but less frequently), I offered my participants an adjective or a phrase when I felt that they were 'stuck for words', for them to perhaps get inspiration from (if at all). At times, my participants contentedly owned these offered expressions and at other times, they simply rejected them to provide me with a construct version/alternative that they thought was more representative of their thinking. Ultimately, Bannister and Fransella (1971) conclude succinctly that 'if you [inquirer] supply, what is for them [participant], an outlandish verbal label, nonsense will result' (Bannister and Fransella, 1971: 60).

I executed the triadic elicitation of elements as follows to initiate construct generation.

> *In what important way are two elements* [activity/experience labels on cards] *similar and thereby different from the third?*

Alternatively, when the difference seemed too difficult for the participant to construe, I asked:

> *What is the opposite of* [emergent construct denoting similarity] *for you?*

Once the constructs were elicited (i.e. when my participants could not generate any other new construct), I presented my participants with the scenario I created (below) to explore their favoured pole of constructs in line with the third methodological purpose presented earlier (principally related to the PCT's *choice corollary*):

> *Assume that you are approached by the ELTE programme administrators. They informed you that they plan to design a 'research' module for the student-teachers and that your views would play a significant role in this. Imagine that either of these two poles of your constructs would represent the nature of experiences and activities to be included in this future module. Which pole would you choose?*

Ratings: In RepGrids, elements and constructs can be linked by means of dichotomising, ranking and rating. Butt (2008), for example, favours the rating system owing to its flexibility. He contends that the participant 'might sharply divide [elements] into either camp [emergent or contrast construct] but [might also] recognise a gradient between the two' (Butt, 2008: 41). I was also interested in exploring – as flexibly as the RepGrid linking mechanisms would allow – my participants' self-evaluation of various elements (activities) with respect to several construct pairs serving as scales. Therefore, I decided to allot each construct pair an individual scale of 7 – a midstream alternative to the less flexible 5 and potentially vague 10. I return to my use of the numerical data obtained from the RepGrids in section 3.7.3, in the context of data analysis.

Piloting: Before my departure to North Cyprus for fieldwork, I piloted the RepGrids in the above-described form. Two Malaysian BA-level STs from the University of Warwick's Centre for Applied Linguistics volunteered for the RepGrid trials (Dewi and Jaya). I came to the realisation of the following in my initial experiences with the method and altered the interview design accordingly for the fieldwork in North Cyprus:

Assuming that element elicitation (research experiences) would take a long time without any point of reference, I had initially attempted to compose possible categories to perhaps inspire the STs if/when need be. Categories were, for example, *information seeking* (library search, online journals, web-based sources etc.), *research project*

planning (devising research questions, literature review etc.) and so forth. However, during the piloting sessions, my interviewees came up with their own creative ways of generating elements (e.g. *searching for information*, *collaborative tasks*, *critical* [information] *synthesis* etc.). I hence decided to elicit elements without trying to force them into my categories and potentially distorting their original meaning and integrity for the sake of time efficiency.

I noticed that Dewi and Jaya found it difficult to recall their research experiences without some type of a stimulus. Jaya commented: '*I wish I had our curriculum* [module list] *in front of me right now'*. I took his comment as an advice and made copies of the Turkish ELTE programme's curriculum pre-fieldwork.

Initially focussing only on the elicitation and completion of the RepGrid appeared rather detached and 'vacuumed' to me, as I had not sought to gather profile information about my interviewees (e.g. their schooling background, reasons for studying ELT, academic interests, initial reactions to the word 'research' etc.). I, therefore, decided to design the RepGrid interview as follows to collect possibly richer and more cohesive data and in ethical terms, to credit my participants as the individuals that they were (see Appendix C for an extended guide).

Table 4: The RepGrid Interview Schedule

Session One:

1. Opening up questions (academic background and interests)
2. Warm-up questions (research, researching, being a researcher)
3. Element elicitation (write on cards)
4. Construct elicitation (triadic method)

[Transcribe session, assemble the RepGrid matrix, translate the matrix, and devise individual follow-up interview questions if needed]

Session Two:

1. Let participant review transcript and translations, invite suggestions for change
2. Ask follow-up questions (if any)
3. Overview the RepGrid matrix, recall session one with the participant (resort to transcript)
4. RepGrid rating (scale of 1 to 7)
5. Resort to the scenario created and identify the participant's favoured construct pole

Lastly, I noticed through piloting the benefits for me to have practiced the method before fieldwork to hone my skills as a RepGrid interviewer. I sensed and noticed a progressive improvement of my abilities in summarising more effectively my interviewee's constructs; that is, becoming more capable of discerning when a meaning was significant for the person as a construct and when meaning was generated to support and elaborate on a construct.

Despite my attentive procedural planning, there were several possible shortcomings of the RepGrid method that I needed to stay aware of and to communicate clearly with my future participants (e.g. Jankowicz 2004). Some of these pertained to the potential problems/risks of;

- my interviewees not having enough 'research' experience and hence generating less than three elements
- my interviewees, owing to their assumed self-positioning as the 'respondent', expecting me to lead and generate the majority of the content – simply put, for me 'to speak more' than they should

- my interviewees not fully comprehending the fact that there would be no 'right or wrong answers'
- my interviewees feeling blocked or uncomfortable during construct elicitation, thinking that discussing issues in RepGrid terms and forms was simply unnatural and hence, forced
- me dominating the conversation unconsciously as the interviewer, challenging or questioning my participants' 'strangely' reasoned original construct pairings and hence causing them to settle on manufactured final verbal labels

3.5.4 Classroom Observations

Direct classroom observation is another prevalent data collection method in case studies on educational phenomena. It is 'faithful to the real-life, *in situ* and holistic nature of a case study' and allows the researcher to directly get involved and 'be' in the social setting (i.e. classroom) under research (Cohen *et al*., 2011: 298). However, several classroom researchers caution that the naturalness of live happenings in classrooms should not be taken for granted. This is argued on account of the important issues of *reactivity* of the observed persons (i.e. influence of being observed, also known as the 'observer's paradox'), *representativeness* of the classes observed and researcher *bias* and *subjectivity* whilst observing (Merriam 1998, Kawulich 2005, Jones *et al.* 2010, Saldana 2011, O'Leary 2014).

In the case study, classroom observation data was regarded as the relatively more concrete manifestation of abstract perceptions (i.e. formally stated and student narrated) of how explicit RE 'was' and 'should be'. Wragg (2012) highlights that classroom researchers will naturally seek to 'probe beneath the surface of events, to elicit the meanings […], interpretations and explanations, significance and impact of classroom life' (Wragg, 2012: 51). The observation data in the present study thus becomes a central point of reference while investigating the phenomena that Wragg (2012) accentuates in connection with the relatively more abstract formally stated and perceived realities of RE in the context.

Owing to the extended period of time spent in the field (two academic terms), issues of reactivity and representativeness, I believe, subsided gradually – if not vanished altogether. I attempted supressing my personal bias and subjectivity regarding 'desirable' research education by trying to keep my observation notes as impressionistic as I could and by separating what seemed to have happened and how I personally construed what happened clearly in my notes and post-observation write-ups (see 3.6.1 and 3.6.2). I tried to focus on the acts of 'depicting and describing' while taking observational notes during the sessions (Jones *et al*., 2010) and save my personal reactions and interpretations for post-observation write-ups. Saldana (2011) comments on the value of this mindful attempt of separating depictions from interpretations by concluding that 'writing descriptively better assures that [the observer is] documenting social action, reaction, and interaction in a trustworthy manner for data analysis' (Saldana, 2011: 51). Even so, I was aware that my notes would not emblematise *the* descriptions of the classroom life and events but *my* descriptions of it and thereby not entirely free of subjectivity. As Atkinson (1992) wrote, in qualitative inquiry, 'what may be generated as "data" is affected by what the [researcher] can treat as "writable" and "readable"' (in Richards, 2003: 136). In my experience of observing and depicting classrooms, I initially prioritised 'comprehensive note-taking' (Richards 2003), meaning that all that I could see and hear was regarded 'writable', or, in a sense, 'recordable'. Later on, once I started noticing certain patterns and routines to the classroom life (see 3.6.2), my in-situ notes developed to be based more on 'a salience hierarchy' (Richards 2003), with a view of focussing on those events I deemed more 'readable' – alternatively, 'reportable' or 'worthy of telling'. For example, I gradually started taking less 'dense' or verbatim notes of the 'instruction stretches' (i.e. tutor-fronted episodes of lecturing) as this type

of data would have been reported on minimally. In line with the advice given to classroom researchers, I tried to keep my hand-written notes 'analytically neutral' by saving any interpretation of 'analytical insights, possible connection with theory, methodological points' or any reference to my 'personal reflections and resonances' (Richards, 2003: 137) for the post-observation write-ups (see 3.6 and 3.7.4).

Negotiation of Access: The present study is designed so as to involve participant observation (classroom-based) of the unit of analysis (two academic modules). As such, the approach 'demands engagement, and this engagement has to be carefully negotiated' (Richards, 2003: 119). The 'gatekeepers' who would grant me permission (with informed consent) into the field were the tutors of the two modules under scrutiny (Dr Acar and Dr Sezer), one of whom happened to also be a programme representative (Dr Acar). The process of gaining entry into the field was, therefore, a developmental one – instead of a once-and-for-all event – comprising first, contacting and meeting Dr Acar and later, with her guidance and help, meeting Dr Sezer. Both tutors allowed me to observe all of their sessions and signed consent forms containing essential information about the research topic (explicit RE practices), voluntary participation, data collection plans, confidentiality and several other matters of concern. However, as we shall see in section 3.6, gaining physical 'entry' into the classrooms did not equal gaining 'acceptance' by both of my participant tutors, which, in turn, negatively influenced a part of my data collection goals (i.e. tutor interview and audio-recording sessions). Wax (1980) has stated that 'during good fieldwork, the researcher is able to establish deepened relationships with the hosts and be offered the opportunity to … understand more: in a sense [initial] consent is broadened in scope' (Wax, 1980: 282). My rather 'superficial' relation with the said tutor, therefore,

limited my ability to ‘interpret [the tutor’s] actions with the framework of concepts utilised’ by herself at the time (Wax, 1980: 273).

Piloting: I worked with a variant of the observation sheet template proposed by Richards (2003) as a guide during my classroom observations (Appendix D). I piloted the template and practiced my note-taking skills of actions, reactions and interactions by attending BA-level sessions at the Centre for Applied Linguistics, University of Warwick. I observed two TEFL programme modules for a total of six hours. During these sessions I noticed, for instance, several uses of idioms, metaphors or analogies by the tutors to convey meaning which struck me as interesting data to be alert of in my future observations. Another example of noticing was the somewhat confrontational dialogues that occurred at those instances when the students implicitly sought to be convinced by the tutor of a given input by voicing their opinion or asking a question (e.g. ‘*But teacher, what if/how about …?*). This motivated me to be all the more attentive concerning such possible ‘incidents’ in my future observations.

3.6 Data Collection Phases

The fieldwork in North Cyprus consisted of two separate phases (academic terms) of data collection in the time period between February 2013 and January 2014.

3.6.1 Phase One

3.6.1.1 Phase One Aims and Objectives

As was established before, the context of the present study was a Turkish BA in ELT programme at a university in North Cyprus. The standardised pre-service programme utilised a ‘fixed’ module system whereby the modules are delivered only within the term (autumn or spring) that they are designated to (1.2.3).

The fieldwork of the first study phase in North Cyprus started in the spring term of the 2012/2013 academic year in late February when the ARaW II (*Academic Reading and Writing II*) module was due for the first-year STs. Previously in November '12, during a short visit to Cyprus, I had first contacted and met the programme's vice-coordinator (Dr Acar) in person to obtain permission and guidance for future data collection in February '13. This introductory meeting was also when we decided on the modules that I shall observe given the research education focus of my study. Dr Acar corroborated my on-paper identification of one major (AWaRS) and one subsidiary (ARaW II) explicitly intended RE module in the curriculum (Chapter IV). She added that she would herself deliver the ARaW II module from February '13 onwards and welcomed me for observing all of the sessions. The major RE module AWaRS would not start until September '13 so we concluded that we would arrange permissions for that later. At the time, we also agreed that she could help me with the key informant interviews I had planned perhaps in a more efficient way than the programme coordinator (Dr Bale) because she herself was not only involved with the 'politics' of the department but also the modules that I was interested in investigating. Dr Bale, on the other hand, had long been leading Applied Linguistics-related modules exclusively. Nevertheless, Dr Acar did introduce me informally to Dr Bale and four other teacher educators during my time in the field so that I initiated some initial contact and rapport with other potential informants as well.

I had four exploratory aims for the first study phase: I would –

- attend the ARaW II sessions with Dr Acar for observation. While so doing, I would use the observation template that I had previously piloted (Appendix D). As the module did not claim an intensive RE role on paper (and nor did Dr Acar as the tutor), I would presumably look for 'those moments' in class when *any* reference to research would be made. Then, I would tidy up these 'incidents' in form of post-observation write-ups for future content analysis.

- execute trial rounds of the RepGrid interviews with volunteer STs to explore and reflect on the nature and quality of data produced and hence determine the method's suitability for the second study phase.
- collect official module-related documents (i.e. ARaW II module outline, classroom materials etc.)
- reflect on the overall phase outcomes and prepare for the second phase accordingly.

3.6.1.2 Participants and Data Collection

Three individuals participated in the interviews planned for this phase. While Dr Acar participated in the first semi-structured key informant interview (3.5.2), two second-year STs, Batu (M) and Asli (F), partook in the RepGrid interview trials. The table below summarises the data collected during phase-one.

Table 4: Summary of Data Collected in the First Study-Phase (Nov '12 - Apr '13)

Time Period	Data Collected
08th November 2012	**Key Informant Introductory Meeting with Dr Acar** -meeting notes only -ARaW I and II module outlines
25th February 2013 - 30th April 2013	**Classroom Observations (ARaW II)** -group one – nine sessions (27 hours) -group two – seven sessions (21 hours) -classroom observation notes (*in situ*, hand written) -post-observation write-ups -session material copies (handouts and PPT slides) **Key Informant/Module Tutor First Semi-Structured Interview** -audio recorded and transcribed **RepGrid Interview Trials** -two sessions with Batu, one session with Asli (app. three hours) -one complete (rated) and one unrated RepGrid matrices -audio records and interview transcripts

3.6.1.3 Phase One Reflections and Phase Two Preparations

Rapport Building: The nine weeks spent in the field during phase-one helped me to establish a 'presence' in the department. With help from Dr Acar, who had always made me feel welcomed and accepted, I casually met many STs from different years and four teacher educators in the department. I sensed that I blended in quite smoothly in the community of the ELT department as I was told many times that I was mistaken for 'just another undergraduate' attending the programme. I also noticed that the students I met through classroom observations (see below) of ARaW II did not hesitate to approach me, chat with me, introduce me to their friends or even keep me company during session breaks so that I would not 'feel lonely'.

Dr Acar too, I believe, regarded me (on the basis of our formal/recorded and informal interactions) more as a 'seasoned' student rooted in local ELTE and hence an 'outsider-insider' (Mikecz, 2012) (alternatively conceptualised as 'insider's outsider research' by Nakata, 2015) seeking information rather than an intimidating researcher posing a potential threat to the ELTE community or to her own professional reputation. Edwards and Holland (2013) note that several researchers who collaborate with research participants with higher social positioning and hence more power,

> […] mention variously being comfortable with or excited by their high status participants, feeling grateful to them or steam-rollered by them, feeling privileged or patronized, and/or impressed or uncomfortable about betraying their own beliefs and position.
>
> (Edwards and Holland, 2013: 85)

My relationship with Dr Acar remarkably resonated with the positive emotions of well-balanced comfort, trust, geniality and professionalism expressed by the authors above.

RepGrid Trials: When I discussed with Dr Acar that I wished to try out the RepGrid interviews with student-teachers, she invited me to a session of the ELT Methodology

module she was delivering at the time for me to establish network. Once I introduced myself and my research to the present student-teachers (eleven in total), Batu (male, 21) and Asli (female, 20) – two second-year students – volunteered to participate in the interview trials. Having conducted two RepGrid sessions with Batu and one with Asli (who withdrew from volunteering before the second session), I noticed the following:

Enfolding RepGrid elicitation with semi-structured interview questions worked well, yielding rich and cohesive data about individual STs that was also relatable to their construal of 'desirable' research education. It also nourished a friendly and pleasant conversation environment (coupled with snacks and refreshments, and sitting side by side rather than facing one another) instead of a formal interview atmosphere.

Using a curriculum copy as stimulus for element elicitation was highly useful and appreciated. Both Batu and Asli resorted to it to recollect their research experiences through the orderly presentation of modules in the curriculum. While Batu settled on six elements and five construct pairs, Asli formulated five and six respectively.

Table 5: RepGrid Trial Outcomes

Batu's Elements	**Asli's Elements**
1. Developing Research Project **2**. Collecting References **3.** Research Report Writing **4.** Comparative Essay **5.** Oral Presentations **6**. Social Networks	**1.** Outlining Research Project **2.** Finding and Reading Sources **3.** Descriptive Essay **4.** Sharing Research and Feedback **5.** Oral Presentations

Batu's Constructs (Emergent – Contrast)	Asli's Constructs (Emergent – Contrast)
1. Argumentation and support – Description and definition **2.** Deep thinking and questioning – Superficial, easy way out **3.** Identify audience and develop oration – Oration not developed **4.** Interaction aids self-confidence – No interaction, isolation **5.** Sharing and feedback – Work kept to self	**1.** Improves self-expression in writing – Does not improve self-expression in writing **2.** Literature search strategies developed – No development of literature search strategies **3.** Share work and get feedback **–** No sharing**,** dampens enthusiasm **4.** Enjoyment – Weariness **5.**Develops communication skills – No communication skills development **6.** Grow aware of own ideas – Given knowledge, no originality

Element elicitation from scratch demanded considerable time and mental effort of both the interviewer and interviewees. I noticed that the STs were inclined to talk more about the topics of the 'research' activities than their features. I thus had to often guide them to balance processes with products (by asking '*Was it a presentation? A report? A seminar*? *What did you do exactly?* etc.). Also, both participants voiced a concern that they did not have much research experience to share with me. Therefore, as can be seen from the element labels above, we agreed to divide whatever research experience the STs thought they had into further research 'acts' such as *finding and reading sources* (Asli). This proved unnecessary in the second study-phase (see 3.6.2) as the STs from AWaRS were significantly more experienced (except for one) and so I did not have to formulate and supply element labels as much. Moving on, construct elicitation demanded relatively less time but equal mental effort, yielding highly rich data both at concrete and abstract levels of Batu and Asli's construing of their elements (e.g. *developing communication/oration skills* at a concrete level and *growing awareness of own ideas* at a more abstract level).

Once transcribed, reviewed and compared tangentially, the RepGrids did appear to hint at some commonalities in the experiences (elements) and construing of Batu and

Asli regarding research. This was an important RepGrid trial outcome because of the *congruence* focus of the case study between the multiple 'realities' of RE in context. A potential shared insight among the STs was, therefore, desirable to emerge eventually for a future deliberation of a fairly holistic 'perceived realities' domain. In view of my initial reactions to the preliminary data produced, I decided to continue utilising the RepGrid for the next study-phase as an apt and precise research instrument for exploring other STs' perceptions and experiences of research.

In the light of the mentally exhausting nature of the RepGrid sessions, I decided for phase-two to arrange (where possible) my meetings with the STs on weekday mornings (between 9:00-11:30 am) before their classes. Thus, I anticipated, the RepGrids would be the 'first thing to do' on the day, both for me and my participants.

ARaW II Classroom Observations: The ARaW II module was delivered to two small groups of first-year STs (approximately ten in each) by Dr Acar on Mondays and Wednesdays for three consecutive hours each. As we shall see in 3.8, the module did not claim (on-paper) an intensive instruction of research processes. Therefore, deciding on what to observe and note down was initially an unclear and puzzling endeavour for me. I decided to dedicate my first observations of each group to 'building a description' as a welcomed introductory observation act in educational case studies (Richards, 2003). For the next couple of weeks, I concentrated on recording all that my senses were absorbing, trying to create a blended account of *content* (topics, tasks and activities), *actions-reactions-interactions* (dialogues, questions, discussions, metaphors/analogies, disagreements etc.) and my impulsive reactions (if any). Then, on the same day of observation, I composed post-observation write-ups that were tidied up versions of my hand written notes and additionally

included my interpretations of some events as well as dialogues between the module members that I re-constructed.

3.6.2 Phase Two

3.6.2.1 Phase Two Aims and Objectives

The second phase of data collection started in late September '13 (start of the 2013/14 academic year) when the major research education module AWaRS (*Academic Writing and Research Skills*) was due. The module tutor was not Dr Acar but she helped me to obtain access from Dr Sezer who would deliver the module during that term. The fieldwork was completed in early January '14 by the end of the autumn term. As regards the phase aims and objectives, I had planned the following:

I would –

- attend all AWaRS sessions and take impressionistic notes using the previous observation template (Appendix D). Afterwards I would decide on the format of the post-observation notes depending on my preliminary observation experiences and reactions.
- simultaneously, invite all AWaRS students to participate in the RepGrid interviews, conduct them with those who volunteer and prepare the data produced for *OpenRepGridonAir* online software (http://www.onair.openrepgrid.org/) and content analyses.
- continue collecting relevant module-level documents (e.g. AWaRS module outline and classroom materials such as tutor's PPT slides, handouts etc.)
- arrange a second key informant interview with Dr Acar to focus on the place of RE in the context and devise an interview guide accordingly resorting to my relevant observations in the field.

I additionally intended to invite the AWaRS tutor for a brief interview about the module and herself as the decision-maker of its content and requirements but later, this proved not possible.

3.6.2.2 Participants and Data Collection

Initially seven students (2M, 5F) enrolled on AWaRS in September, 2013. However, after a few weeks into the term, Batu (3.6.1) dropped out of the module on account of his heavy workload for that term. Among the remaining cohort, four female students (Nil, Seda, Lara and Ayda) volunteered for the RepGrid interviews. Additionally, I arranged a second semi-structured interview with Dr Acar in early January '14 before leaving the field.

The following table summarises the data collected during the second phase of fieldwork.

Table 6: Summary of data collected in the second study-phase (Sept '13 - Jan '14)

Time Period	Data Collected
30th September 2013 - 10th January 2014	**Classroom Observations** -14 sessions (42 hours) -AWaRS classroom observation notes (*in situ*, hand written) -Post-observation write-ups **Document Collection** -AWaRS module outline -Session material copies (photocopied material, PPT slides) **Repertory Grid Interviews** -Four student-teachers attending AWaRS (eight interview sessions, app. ten hours in total) -Four completed (rated) RepGrid matrices -Audio records and interview transcripts **Semi-Structured Key Informant Second Interview** -App. an hour long -Audio record and interview transcript

3.6.2.3 Phase Two Outcomes and Reflections

Further Rapport Building: I spent approximately 14 weeks in the field during the second study-phase. For the first few weeks, I only visited the field (an hour-long drive

from my home city) to attend AWaRS modules on Mondays (9:30am-12:30pm). I seized on this initial period of 'uncertainty' to establish a presence in the AWaRS classroom of six student-teachers and the tutor. The student-teachers seemed to have accepted my presence rather quickly by gradually starting to speak with me, asking me questions, spending time with me during the breaks and eventually inviting me to have lunch with them outside campus after the sessions (which I did multiple times). Owing to the small group number, everyone – including myself – had their self-allotted seat in the lecture room. I preferred sitting near the students (first row, first seat by the door) instead of behind them in an attempt to at least not appear as a 'serious' researcher. Later, I started making additional trips to the field to conduct the RepGrid interviews with volunteer STs (below) which, I believe, enhanced my relationship with them even more.

By contrast, my 'relationship' with the AWaRS tutor remained disappointingly superficial and distant. I managed to approach her only three times in total in a hope to arrange a brief interview session. The response I was given had initially been 'okay, let's see', next, 'perhaps later' and finally, 'send me your questions – I'll write up answers' which, eventually, did not happen. I was originally intent on exploring and later reporting on her own interpretation of the RE practice as part of the observed 'reality' domain. Also, I was keen on perhaps audio-recording the sessions so that my later reporting of in-class dialogues (see 5.4) would have been effortlessly accurate. Unfortunately, the persistent lack of 'connection' between the two of us impacted these data collection plans negatively. Even so, it was my responsibility to not allow my disappointment to turn into bitter resentment and 'side against' the tutor by way of consciously biased reporting. After all, I was extremely grateful that she allowed

me to observe *all* of her sessions, including the feedback meetings. This was not in any way an easily dismissible act of professional, voluntary cooperation.

RepGrid Interviews: Eight sessions of RepGrid interviewing took place in the second study-phase with four volunteer STs (Nil, Seda, Lara and Ayda). All students except Nil were relatively more advanced in their studies than Batu and Asli (3.6.1) and also in terms of previous research experience. Therefore, they (especially Lara and Ayda) were able to generate more RepGrid elements (research activities) which yielded relatively richer data. Nevertheless, similar to Batu and Asli, these STs were also prone to reflect more on the topics of their research experiences than activity features and formats. Hence I occasionally resorted to my previous guiding probes (e.g. *Was it an essay? A presentation?* etc.) so that we could negotiate and settle on a sufficiently representative label for individual elements with my participants. I attempted rendering the interview atmosphere pleasant and perhaps less confrontational by means of snacks and refreshments and sitting side-by-side with my interviewees. This, I assumed, would convey the message that we had united to work *on* the RepGrid 'project' together. Construct elicitation, rating and identification of the favoured construct poles proceeded effectively in the phase-two RepGrid sessions and were completed without any major disagreement between my participants and myself.

AWaRS Observations: I adopted a similar approach toward the AWaRS observations to that I had had for ARaW II previously (3.6.1). Initially, I concentrated on building a fairly detailed description of the classroom culture and dynamics in my post-observation write-ups (Appendix E). Next, I shifted my attention to noticing distinct patterns of tutor and student behaviour. By session two, for example, I developed an impression that AWaRS sessions would largely be tutor-fronted, with little contribution from the student-teachers. I additionally noticed that the STs mostly

preferred to listen and take notes, speaking only if/when a question was directed to the whole group or to themselves personally. I realised that in the former case, mostly Seda, then Nil, followed by Alp, Hale, Lara and finally Ayda (if ever) would normally react or respond to the questions. Therefore, because student-initiated interactions in class seemed relatively scarce, I paid extra attention to 'catching' and noting these down verbatim, alongside the tutor-initiated ones. Mostly it were these incidents (actions-reactions-interactions) that I felt rose above the ordinary (i.e. stretches of input provision by the tutor) and came across to me as interesting or at times, striking. As we shall see in Chapter V, while some of these conversations indicated clashes of opinion between the tutor and STs, others between students signalled their conceptions of some of the important issues I had been exploring as regards research (e.g. research mindset, perceptions of knowledge as represented in literature etc.). Additionally, with consent from the STs, I extended my observation notes to include break-time interactions by socialising with the STs during session breaks (two per session). Post-observation, re-constructed versions of these interactions, I found, were highly insightful. They included views/attitudes held and expressed by the STs that otherwise remained unshared during the sessions (e.g. Nil's discontent with the quality of instructions, Lara's time concerns, Seda's rants and raves about different kinds of academic matters, Alp and Hale's 'last minute' completions of module requirements etc.).

I drafted the post-observation write-ups within 12 hours while my recollection of events was fresh. I did not, however, delay re-constructing the break-time conversations and hence noted them down, as accurately as my memory allowed, immediately when I returned to the lecture room.

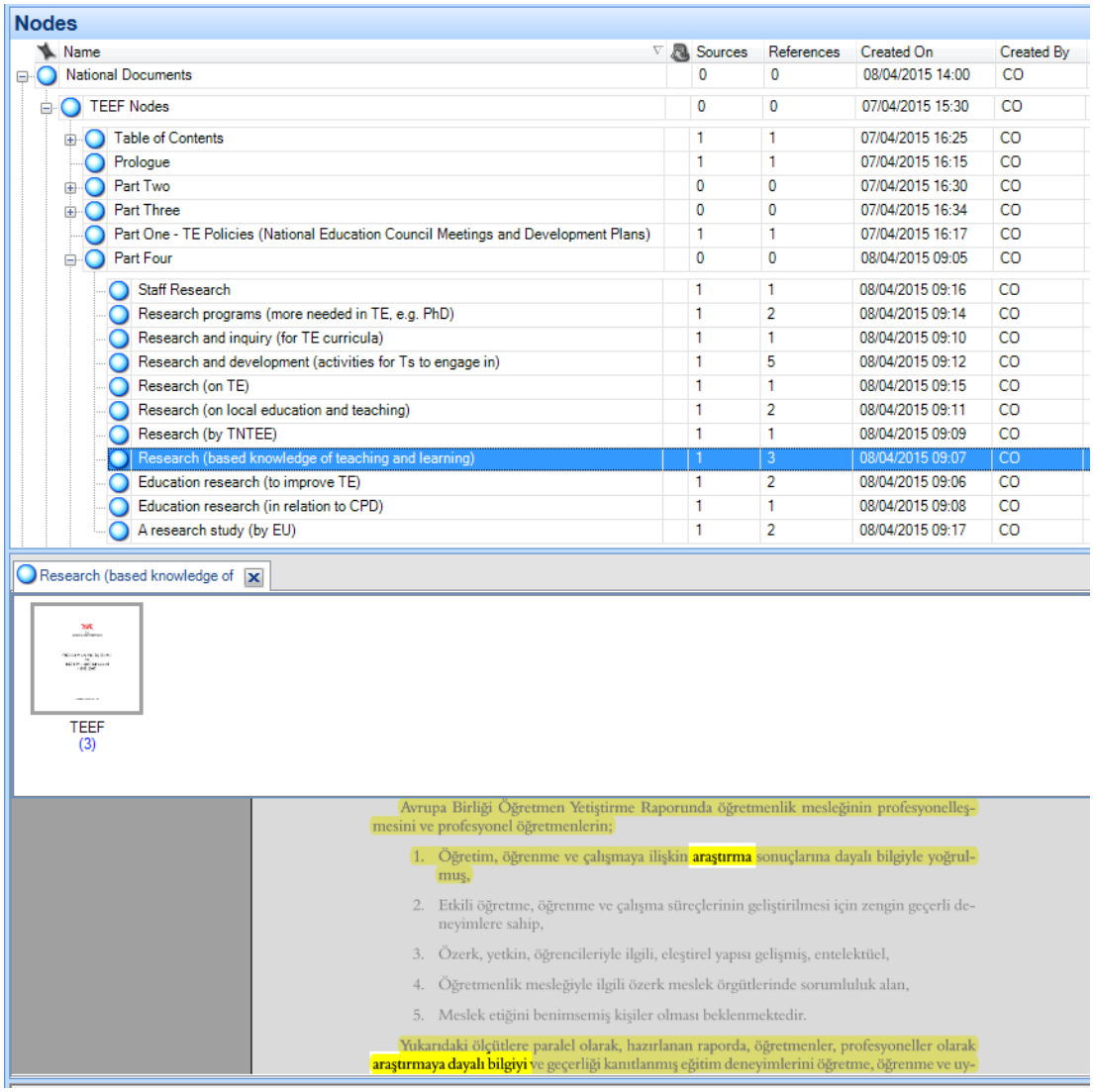
3.7 Data Analysis

3.7.1 Official Documents

Three sets of official documents were utilised as data in the present study. These were national, institutional and module documents (of two modules). National documents comprised three publications by the Turkish HEC (3.7.1). Analysing the content of these documents in *.pdf* format was relatively straightforward. First, I read and re-read all three documents to familiarise myself fully with their structure and content. Next, I carried out a keyword search (using Adobe Reader XI's *Find* function) to identify all uses of the word 'research' (*araştırma*) and any other relevant derivatives/collocates such as 'researcher', 'researching', 'research study', 'research education/training', 'research methods', 'education research', 'research skills', 'research findings', 'scientific research' etc. that I could locate in the manuscripts. Additionally, uses of the words 'inquiry', 'investigation' and 'question' (*sorgu, sorgulamak*) were included in this keyword search. After highlighting all instances (keywords) in the *.pdf* formats of the documents (along with their immediate context), I created a separate QSR-NVivo 10 project file and imported all documents into the software. Next, I turned all *.pdf* highlights into NVivo codes for easier access and management. In the main official document (TEEF), I identified 53 uses of the keyword in the main body of the manuscript. In the two auxiliary documents, the total number was seven. It is important to note that I only reviewed and analysed the ELT-related parts of these supplementary documents because the remaining content featured details of other pre-service TE programmes (e.g. BA in Pre-school Education). The following figure is a screenshot illustrating as an example how a section in the major national document (TEEF) was coded in terms of the keyword 'research'. It shows two (out of three) of the uses/codings of the word in the translated

context of ‘research-based knowledge’ (*arastirmaya dayali bilgi*) in the fourth part (chapter) of the document (see Appendix F for a fully expanded list).

Figure 9*:* Sample QSR-NVivo 10 Coding of Official Documents



Then, I engaged in a close reading of the coded extracts in Turkish with an aim to identify those which I thought were directly relevant to the focus of the case study (research education) explicitly or otherwise. The selection criterion I established was for the extract to state or imply teaching research skills to pre-service teachers, their engagement in research and their knowledge of research. Those extracts I deemed irrelevant and thus eliminated included such concepts as research staff and staff research, research on local TE, research centres and the research studies that the

national documents reported on (see figure above). In the end, I was left with 13 relevant extracts in Turkish. I created a separate Microsoft Word file for these extracts and finally, tabularised them in the format of *extract number, extract and its English translation, extract context, extract source* and *theme* for future reporting and interpretation (Appendix G).

I analysed institution-level official documents in a similar fashion. First, I reviewed the collection to understand the array of documents at hand. Next, I categorised them top-down (general to specific), starting with the ELTE programme's mission statement, the BA in ELT curriculum (module list), followed by brief module descriptions – all accessible on the web-page of the ELT department. I uploaded these documents on QSR-NVivo 10 and coded all uses of the keyword 'research' (nine in total). The programme's mission statement did not include the keyword.

Module level documents, namely the module outlines of ARaW II and AWaRS were treated similarly for content analysis.

3.7.2 Semi-Structured Key Informant Interviews

Cohen *et al.* (2011: 427) conceptualise the process of analysing (typically, coding) qualitative interviews as 'a reflexive, reactive interaction between the researcher and the decontextualized data that are already interpretations of a social encounter'. Echoing Cohen *et al.*'s (2011) emphasis on the inseparability of analysis *and* interpretation, Saldana (2009) comments that 'the majority of qualitative researchers will code their data both during and after collection as an analytic tactic, for coding *is* analysis'. (Saldana, 2009: 7, emphasis original). In parallel with the constructivist stance adopted in the case study, my overall analytical act regarding the interview transcripts (key informant and RepGrid interviews, next) was cyclical instead of

linear. Both interview methods included two sessions with the interviewees (Dr Acar and four STs) which allowed me the opportunity to transcribe, peruse and digest the first sessions and only then move on to the second ones. Saldana (2009) uses the term 'pre-coding' to frame this tentative, intuitive analytical act of noticing and highlighting powerful, striking participant quotes or passages which allure the researcher to follow up on and learn more about. It also resonates, in my opinion, with my personal experience of inevitably generating individual follow up questions for each participant on account of the reactions I developed while engaging with the first sets of transcripts (3.6).

Once both interview sessions with Dr Acar were transcribed, I executed 'holistic coding' of their content, treating them as a single manuscript in a quest to roam to and fro for noticing possible thematic connections (Saldana, 2009). In this approach the researcher 'applies a single code to each large unit of data in the corpus to capture a sense of the overall contents and the possible categories that may develop' (Saldana, 2009: 118). Then, once I identified meaningful chunks of passages, I started over to apply 'in vivo' (or verbatim) coding as it concurred with the case study's dedication to 'prioritise and honour participant voices' by means of using their own expressions to generate codes, categories and themes (Saldana, 2009: 74). Next, I started afresh yet again to apply complementarily 'descriptive' codes which are researcher-generated words or short phrases that summarise the prominent topic in a chunk of data because, in Saldana's (2013: 94) words, 'sometimes the participant says it the best and sometime the researcher does'. Finally, I studied the in vivo and descriptive code sets carefully and composed marginal 'analytical memos' for those emerging participant quotes that struck me as potential categories, linking to the abstract level

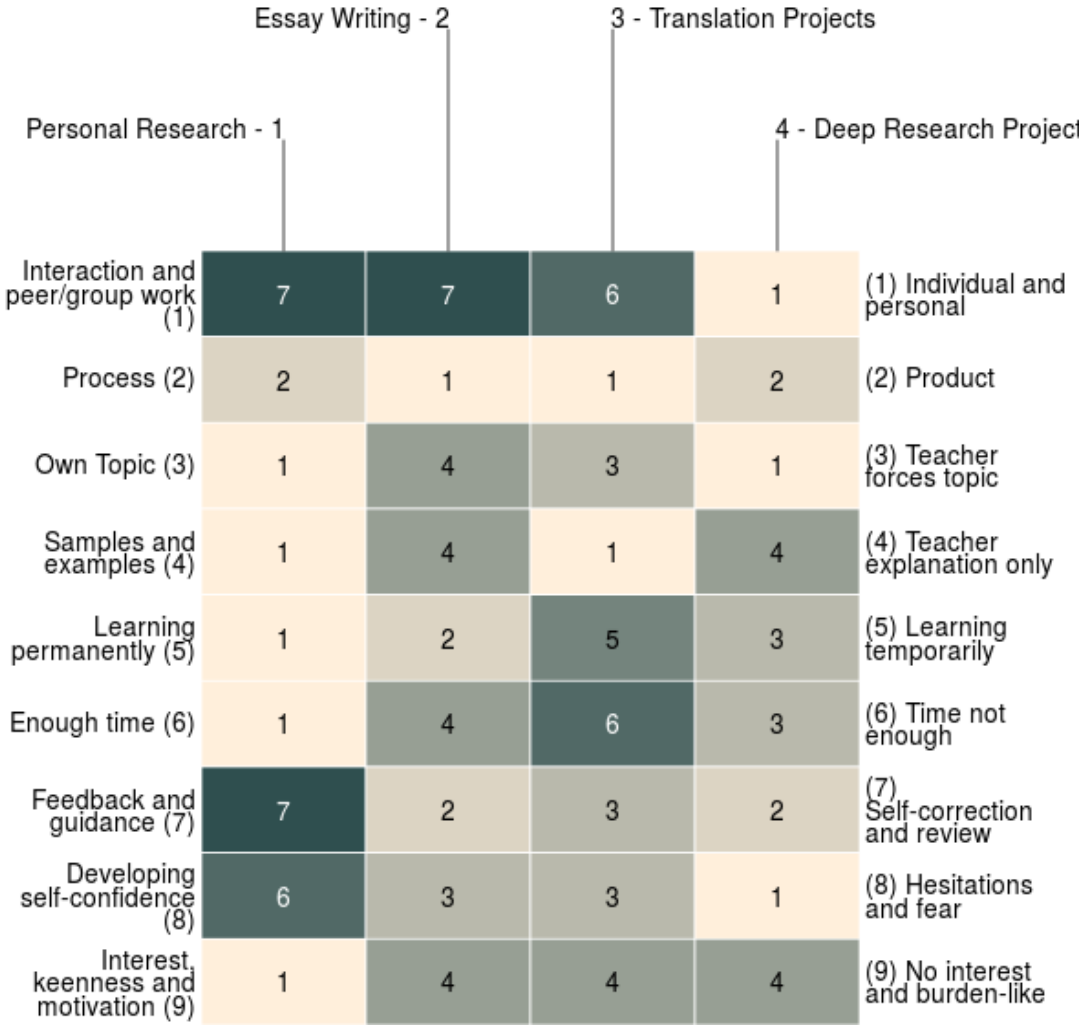
of the conceptual framework as well as other data collected in the study (Appendix H).

3.7.3 Repertory Grid Interviews

RepGrid interviews produced two types of data source. The first was the immediate matrix (elements, constructs and ratings) formulated with each participant during the interview and the second was the set of transcripts of the audio-recorded sessions. For statistics enthusiasts numerous methods of analysis are at disposal to calculate and measure the correlations between the elements, between constructs and between elements and constructs such as cluster analysis and principal component analysis (Jankowicz, 2004). Several computer programs and websites are also available to facilitate the numerical analyses of the RepGrid matrix (see Fransella *et al*. (2004) for a list of software).

In this study, complex statistical analysis of the STs' RepGrid matrices was not necessary as the analytical priority was placed on the content of their constructs – as indicators of the STs' perceptions of their lived research education experiences – rather than any fine-grained calculation of their hierarchical structure and correlation. Even so, I resorted to the *OpenRepGrid on Air* online software (http://www.onair.openrepgrid.org/) to generate basic visual representations of the STs' grids for presentation purposes (Chapter VI). The figure below shows, as an example, Nil's colour-coded 'Bertin-display' grid. Bright values correspond to Nil's low ratings of elements (1 to 3, closer to the emergent construct pole) and dark ones to her high ratings (5 to 7, closer to her contrast/opposite construct pole).

Figure 10: Bertin-Display of Nil's RepGrid Matrix



In my further analysis and presentation of the STs' RepGrid matrix data, I only made use of those ratings given for the STs' respective RepGrid elements that stood for the research project completed in AWaRS (e.g. Nil's *Deep Research Project* above). I examined these ratings in relation to their proximity to each STs' favoured pole of construct to interpret how closely each ST associated the AWaRS experience with a 'good' research education experience as they defined it. An assumption I made here was that these particular RepGrid elements, to some extent, represented the AWaRS experience as a whole.

Content Analysis: I analysed the RepGrid interview transcripts in a similar fashion to that of the key informant interviews (pre-coding, chunking, in vivo/descriptive coding and analytical memos). Precisely, I engaged in the following analytical act (see Appendix I):

Step One: I transcribed all eight interview sessions with the STs (two each) and created hard copies with relatively large left and right margins for coding and note taking.

Step Two: I bound together each ST's session transcripts (two) to treat them as single manuscripts.

Step Three: I read through all four transcripts to familiarise myself with the data.

Step Four: RepGrid sessions comprised seven stages in total (from opening questions to the identification of favoured constructs in terms of 'good' research education experience) so I read through the transcripts once more, marking the beginning and end of each stage on the left margin.

Step Five: I initiated a close reading of the transcripts, generating rather dense, numbered descriptive and in vivo codes as I read on the right margin (blue ink).

Step Six: I re-read the transcripts, generating broader categories such as 'demographic information', 'expectations', 'likes and dislikes', 'future plans', 'conceptions', 'values' etc. on the left margin (blue ink). I also marked where my RepGrid-related specific instructions began and ended (i.e. general introduction, before eliciting elements, labelling elements, eliciting constructs etc.).

Step Seven: I read through the transcripts once again, trying to notice any striking similarities between the STs in terms of their backgrounds, constructs and overall conceptualisations (red ink). I made notes of any striking difference as well.

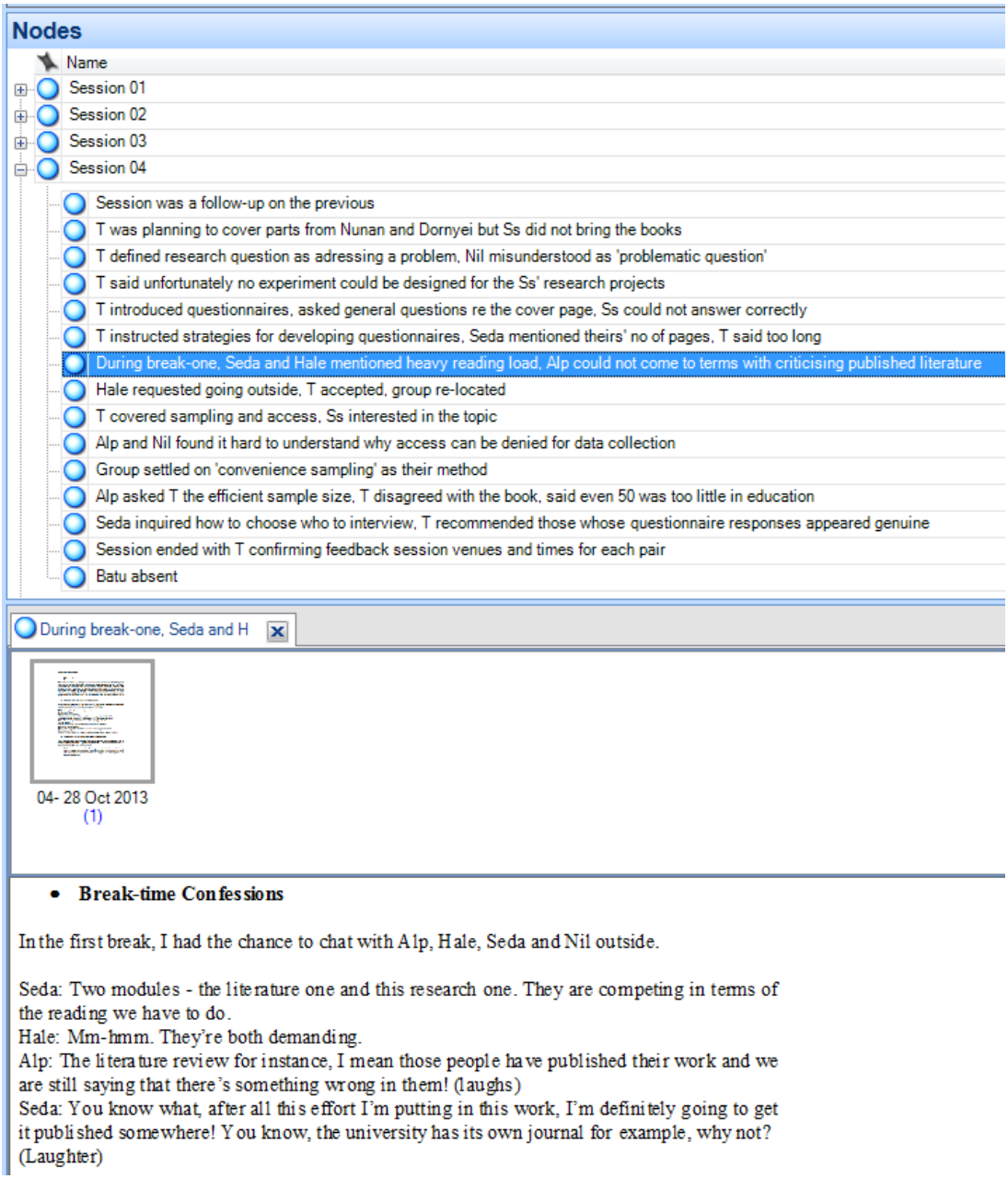
Step Eight: I re-read the transcripts, adding my reactions and interpretations to those statements I found striking and interesting (black ink). I highlighted these statements separately (orange or yellow highlighter) and where needed, noted the reference number of another code on another page (e.g. code x → interpretative note → "see code y, page #n") that seemed closely related.

3.7.4 Classroom Observations

My classroom observations of the AWaRS module produced two data resources. The first was my 'black notebook' filled with hand-written session notes (Appendix J). The second was a compilation of the word processed, tidied up and the re-narrated versions of my scribbles (post-observation write-ups of about 30.000 words, 14 document files). Before embarking on the content analysis of the latter source, I re-visited the hand-written notes with an aim to seek and identify any raw data which I may have overlooked as insignificant or uninteresting at the time of composing my post-observation records. I in fact located a number of tutor and ST remarks that my narrations of events excluded rather unjustly and so added these to my post-observation write-ups. As for the rest, I felt satisfied with the extent of coverage and representation my re-articulated versions of observed events projected.

I resorted to the QSR-NVivo 10 software package to manage and analyse the 14 documents I generated. Firstly, I adopted an inductive approach to analysing the data, compiling a largely descriptive, session-by-session coding of my narrations of 'what happened' and 'what was said'. The figure below is an example NVivo screenshot illustrating how a re-constructed interaction between the STs from session four was coded.

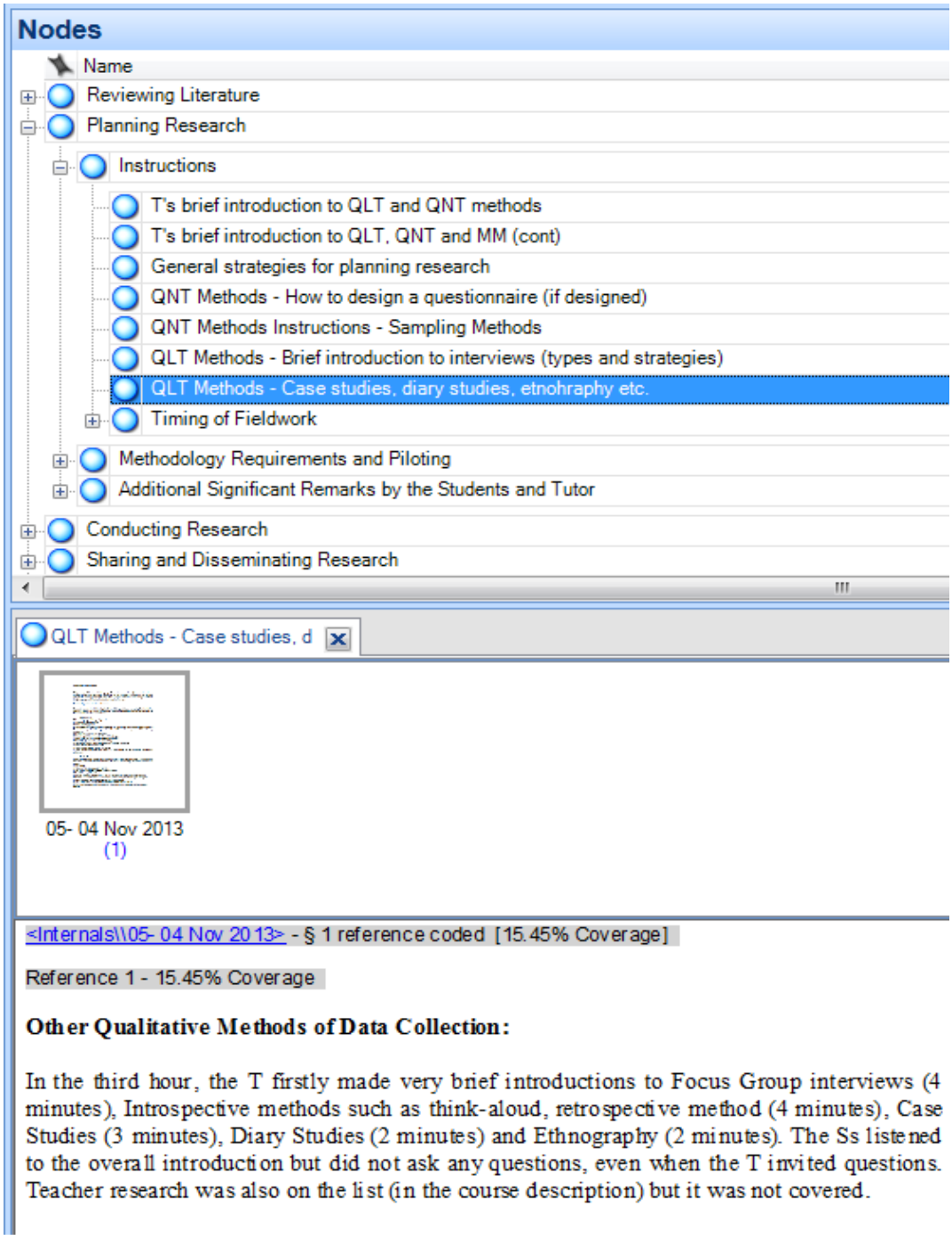
Figure 11: Example NVivo Coding of Post-Observation Write-ups (Session-by-Session)



Next, I grouped the above-presented descriptive 'steps' into themes in keeping with the broad, 'logical' phases of engaging in a systematic research act (engaging with literature, planning research, conducting research (i.e. fieldwork) and sharing and dissemination) (Tashakkori and Teddlie 2003, Onwuegbuzie and Leech 2005). These are, therefore, predictable categories and might as a result look superficial but to have sought less obvious themes in the pursuit of spurious 'depth' would have been to

misrepresent the students' perspectives on and experiences of the syllabus content. The following figure illustrates an example of thematic NVivo coding of AWaRS activities (see Appendix K for a fully expanded list).

Figure 12: Example NVivo Coding of Post-Observation Write-ups (Themed)



3.8 Data Reduction: The Observed Reality of ARaW II

As I highlighted earlier, the first-year module ARaW II (*Advanced Reading and Writing II*), on paper (module description), did not claim an intensive, systematic role in research education. Nor did Dr Acar, the tutor of the module at the time of the case study, believe that I would 'find too much' of what I was after as the researcher. She nonetheless welcomed me to attend her sessions and 'see for myself' an observed 'reality' of ARaW II as well as establish a presence in the field. After 48 hours of classroom observation, Dr Acar's presupposition (as an experienced researcher herself) turned out to be legitimate. On paper, ARaW II proclaimed a pedagogical intention to teaching basic library search and research report writing skills. No data emerged from my observations to substantiate these aims. I was hence left with a challenging question of how much ARaW II should have been represented in the thesis. After careful consideration, I reached the conclusion of excluding discussion of ARaW II's observed reality on account of irrelevant data. However, because I was able to identify some incongruence between the formally stated and observed ARaW II 'realities', I decided to include and examine its on paper versions, aims and objectives in Chapter IV that concerns the formally stated 'reality' (and historical roots) of RE in the case study context. As I established in my previous specification of the present study as a case study, ARaW II was after all considered part of the unit of analysis (one of the two modules in the curriculum with explicit RE roles on paper) and the striking incongruence I identified would carry important implications for the local UBI(EL)TE policy.

Additionally, I thought that a total exclusion would be unfair as it would bring about an assumption that ARaW II was not worthy of representation simply because I could not collect 'desirable' data at that particular time in the field. I was not, however, in a

position to claim that ARaW II had never been RE-inclusive. In fact, we will see in Chapter VI that Nil, a third-year ST who partook in the RepGrid interviews, included an 'essay writing' activity as representing a research experience provided by ARaW II when it was delivered by another tutor previously in the 2011/2012 academic year.

3.9 Addressing Principles of Rigour in Qualitative Research

I was inspired and guided by Viney and Nagy's (2012) discussion of the evaluation criteria for qualitative research to plan, conduct and report the case study. These are namely, *credibility*, *transferability*, *dependability* and *confirmability* which originate from the widely known and cited works of Guba and Lincoln in the 1980s on naturalistic, qualitative inquiry (informed by their notion of 'trustworthiness'). I attempted to address the four measures as follows; but I was aware that eradicating *all* possible threats to the overall rigour of the present study would be unrealistic as a methodological and evaluative aim. Furthermore, Morse *et al.* (2002) warn qualitative researchers particularly against the potential dangers behind such an understanding of 'evaluation'. They argue that the notion somewhat implies a *post*-inquiry review of what was implemented and happened rather than a continuous deliberation *throughout* the research process. With this advice in mind, I tried to stay aware of and alert to my methodological decision-making in all phases of research, embracing both the advantages and limitations of the consequences.

Credibility: Viney and Nagy (2012: 56) frame credibility as 'the extent to which the findings represent the beliefs/feelings and values of the participants'. In this work of research, this meant and required my careful screening as the researcher of how the case study developed in its context. As in most qualitative case studies, the act of describing (the case, unit of analysis, context, research participants, data sources,

analysis and presentation) hence played a crucial role in this sense. Perhaps more importantly, owing to the principal aim of the case study to explore and analyse multiple perspectives ('realities'), multiple data collection methods were utilised which formed the basis of 'data triangulation' – a valued means of lessening 'distortion' of findings (Viney and Nagy, 2012). Furthermore, my motivation to investigate congruence *as well as* contradictions between (and within) the explored 'realities' somewhat safeguarded me from a 'holistic fallacy' of obsessively seeking and even inflicting patterns in data (Miles and Huberman, 1994: 230). Uncooperative data, therefore, became as necessary as cooperative data.

Transferability: Transferability concerns 'the extent to which the findings are applicable to other settings' (Viney and Nagy, 2012: 61). As I discussed earlier, qualitative case studies seldom intend for transferability in terms of statistical generalisation to populations owing to their context-bound nature and interpretivist underpinnings. Rather, it is more common for such studies to suggest analytical generalisation to theoretical/conceptual propositions as was aimed in this study. Nevertheless, in the present study, attending to the issue of transferability raised questions as to the degree of representativeness of the study context and participants. For instance, being a 'typical' standardised BA-level initial, university-based ELTE programme, the context of the study might be presumed as representing the core curriculum of similar others in North Cyprus and Turkey (1.2.2). The research participants, on the contrary, were determined by the unit of analysis in the case study (the RE module observed) – a reality that perhaps militated against the more 'desirable', random selection of more representative participants both in profile (age, gender, background etc.) and number.

Dependability: According to Viney and Nagy (2012: 63), dependability in qualitative inquiry relates to 'the extent to which a measure is insensitive to change' and 'consistency of interpretations'. Dependability of a qualitative work of research hence increases with the presence of multiple researchers investigating the same phenomenon in the same context, at the same time, and with the extent to which their data interpretations and conclusions harmonise. The present study, however, was conducted and reported by a single researcher. Therefore, perhaps the principal claim I can set forth in terms of dependability would be the consistent and longitudinal supervision of the PhD work through which I was challenged and encouraged to (re)consider my presumptions, justifications and the possibility of alternative interpretations. The acts of translation I performed during the data analysis, reporting and interpretation stages also constituted an important aspect of the overall dependability of the case study (e.g. section 3.7.1 and Appendix G). An overwhelming amount of the data collected was in Turkish and I operated as the sole translator. I thus acknowledge that my dual role as the researcher and translator potentially introduced subjective representation into the research process, influenced by my own understanding of the scrutinised concepts filtered through my personal history and experiences. However, throughout the process, I informally shared samples of translated data that would appear in the thesis with qualified native Turkish speakers occasionally to ensure reasonable agreement or receive any revision recommendations and so to establish some confidence in the data and findings to be reported in English. Concerning the records involving participant voices in particular (observation notes, interview transcripts), I adopted a dominantly 'in vivo' approach to data analysis and reporting (3.7), trying to keep my translations as direct and literal as possible and to foreground participant voices by presenting several quotes and longer excerpts of

interaction. Concerning the RepGrid data in particular (3.3.3, 3.5.3), my commitment to 'literalness' in translation will especially stand out through construct pairings presented in the ST participants' RepGrid matrices (Chapter VI) that may look 'bizarre' to the English-speaking, international audience of this study (e.g. 'professionalism vs. incompleteness' – originally, '*profesyönellik* vs. *noksanlık'* – instead of, for example, 'professionalism vs. amateurishness'). However, this is as much a methodological issue as it is a translation-related one. Personal Construct Theory (PCT) informed methods of inquiry, such as the RepGrid, assume that individuals label, consciously or otherwise, the similarities and differences between lived and anticipated events *in their own terms*. As such, the 'logic' behind one person's polarisation and labelling of a given experience or idea (i.e. a construct pair) may not always be easily followed or understood by another. In this study, it was more important for the participants to 'approve' my elicitation and presentation of their personal constructs in the RepGrid format. To somewhat include my participants in the translation process of their personal interview records and facilitate transparency to some extent, I initiated the second sessions of our interviews with an exchange of ideas about the translated versions of their RepGrid matrices along with the Turkish transcription of the first sessions (see 3.5.3). None of my participants voiced any objection against my transcriptions or translations.

Confirmability: Confirmability, Viney and Nagy (2012: 64) discuss, refers to 'the extent to which conclusions are able to be verified by others'. Once again, in providing thorough descriptions of fieldwork, data sources, interpretation and presentation as generously as space restrictions allowed, I will hopefully enable the future audience of the present study to judge whether similar conclusions would have been drawn if

another researcher conducted this case study utilising the same methods at the same time and place.

3.10 Ethical Considerations

Necessary permissions for access into the departments for data collection and piloting purposes were sought from the ELTE programme representatives in each context (piloting in England and fieldwork in North Cyprus). Two introductory meetings with these individuals were arranged during which I was granted verbal permission to pilot instruments and collect data. These verbal permissions were then followed by signed consent forms. For classroom observations in particular, I followed the route of firstly meeting the first person of contact (suggested to me by the programme representatives) and module instructors respectively, obtaining firstly verbal and then written consent. Student-teachers' verbal and written consent was also obtained for the confidential use of observational data as well as any relevant information they might have shared with me outside the classroom or campus (e.g. lecture and interview breaks and lunch trips). For the interviews conducted during fieldwork (key informant and RepGrid), I obtained written consent from each participant prior to our meetings.

Neither the names of the universities nor the department titles are disclosed in the thesis. Owing to the confidentiality agreement made between the individual participants and myself, all names used herein for data reporting purposes (including those persons, schools and institutions who my participants mentioned during the interviews) are pseudonyms.

The interviews conducted in North Cyprus were carried out in Turkish – the interviewees' native language. By not using English, I presumed that my participants, especially the student-teachers, would feel freer in their self-expression and perhaps a

more natural flow of conversation would be achieved. This, I believe, was particularly necessary for the RepGrid interviews in which the participant actively produces content for discussion rather than simply reacting to a set of pre-devised questions. As RepGrid elicitation precisely operates at the word and phrase levels, I wished to enable my participants to express themselves impulsively in Turkish instead of being too occupied with how to best translate a word/phrase spontaneously into English. I agree with Widdowson (2012: 6) who said that 'a language is a way of conceptualising different aspects of reality, and different languages encode reality in different ways'.

CHAPTER IV

The Formally Stated Reality of Research Education

4.1 Introduction

The literature reviewed in Chapter II demonstrated that research education (RE) in pre-service ELTE is highly under-researched. Unsurprisingly, it follows that within the RE research field, studies looking into the national initial TE (and ELTE) policy representations of and/or imperatives for RE in particular appear to be absent from the relevant literature altogether. This chapter addresses this observed gap through the following line of inquiry.

1. What is the formally stated place of research education in the Turkish HEC supervised initial ELTE programme in North Cyprus?

1.1 What mentions of research education are there, if at all, in the Turkish HEC's selected documents of UBITE history and practice?
1.2 What are the modules in the initial ELTE programme's national curricula models that are explicitly framed to involve research education?
1.2.1 How have these modules evolved in time as reported in the selected HEC documents?
1.3 How do the latest versions of these national modules compare and contrast with those delivered in the case study context?
1.3.1 How binding, if at all, does the key informant (programme representative) find the role of national module models on influencing their actual implementation?

As was established in Chapter I (1.2.1), the Turkish Higher Education Council (HEC) is responsible for supervising the university systems in Turkey and North Cyprus, including the Education Faculties at these institutions which offer UBITE programmes. In order to delineate a comprehensive, formally stated 'reality' of RE in initial, university-based ELTE, it is thus crucial to start with how RE is represented at the level of local UBITE policy-making. The official RE profile can hence be complemented with those representations at the institution (department) and

curriculum/module levels. With this in mind, Chapter IV is structured so as to provide a four-faceted presentation of the formal conceptualisations of RE in the pre-service ELTE programme under study. These are namely *national* (national HEC documents), *curriculum* (national HEC and institutional documents), *module* (national, institutional and module documents) and *key informant* (programme representative semi-structured interviews) levels of RE conceptualisations. The last of these is presented as part of the institutional-level RE conceptions because, coming from a programme representative, the self-report involves some individual interpretation of the UBITE policy relating to RE in the ELTE programme under study.

In this chapter, to set the scene, I start with discussing briefly the nature of the Turkish HEC's supervision of universities (4.2). Next, in the same section, I present the three official documents that HEC published in 1998 and 2007 which report on the national UBITE reforms and structures. Also featured in the said section is a reminder sub-section of the sources, analysis and presentation of these national as well as other official documents (institutional and module) that this chapter draws on.

In section 4.3, I present and discuss extracts from the major HEC publication (abbreviated to TEEF) that shed light on the formally stated role of RE in the context of the two TE reforms in Turkey. A number of the presented extracts additionally illuminate the related near-future agenda of HEC regarding the improvement of UBITE curricula to facilitate more research and inquiry.

In section 4.4, I move on to the analysis of extracts relating to the curriculum and module representations of RE in the context. These originate from not only TEEF but also the other two HEC documents (referred to as auxiliary documents) published in 1998 and 2007 respectively as well as institutional (ELTE programme curriculum, mission statement and module descriptions) and module (module outline) documents.

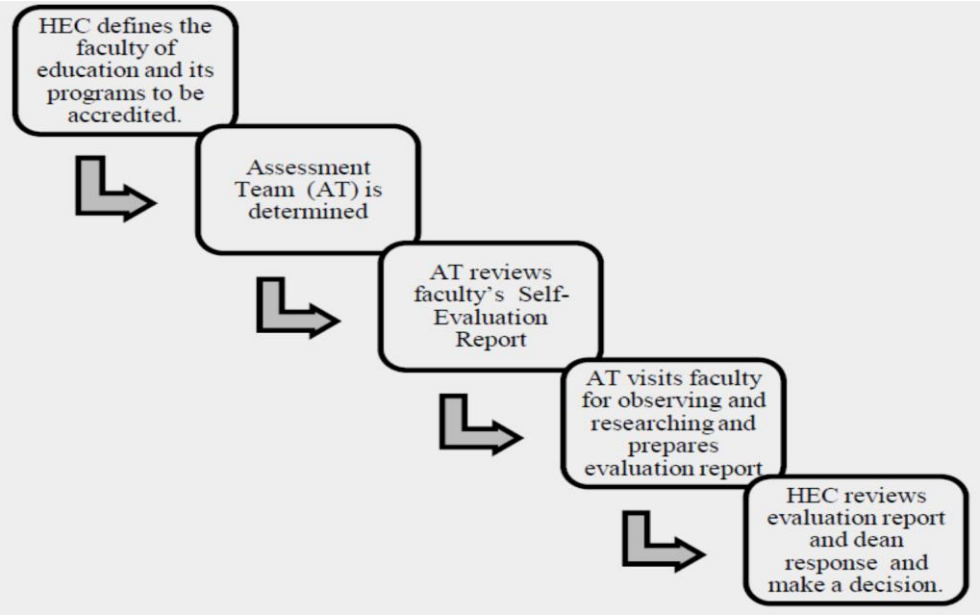
To complement and expand the institutional 'reality' of RE, I present and discuss findings from the two interviews conducted with the vice-coordinator of the ELTE programme under research (3.5.2). These interviews aimed in part to obtain any other key information concerning RE in the context that had not necessarily been documented on paper (such as expectations, problematic issues, 'ideal' versus current RE practices etc.).

4.2 Setting the Scene

4.2.1 The Turkish Higher Education Council's Supervisory Role

As was mentioned earlier, HEC in Turkey supervises the universities in Turkey and North Cyprus. As part of this role, HEC lays down accreditation and inspection protocols for individual faculties and departments at these institutions. Initial TE programmes in Education Faculties are also subject to similar monitoring by HEC. In fact, as was discussed in Chapter I, 'HEC can be said to *standardise* teacher education in Turkey' (Grossman *et al.*, 2010: 103, emphasis added) and consequently, North Cyprus. These standards for TE, as we shall see shortly, include – among several other domains – programme structure and length as well as module proportions, credits and even core descriptions of content. It is also known that these requirements play a particularly critical role in HEC's verdict of confirming the launch of any proposed UBITE programme of studies (Grossman *et al*., 2010). For instance, Yüksel (2012), as an insider teacher educator at a Turkish university, illuminates the overall HEC-defined programme accreditation process for outsiders as follows.

Figure 13: HEC-Led Accreditation Process of Teacher Education in Turkey



(Yüksel, 2012: 54)

Despite the apparently top-down nature of the accreditation process, we shall see shortly that some discretion is bestowed by HEC on the TE programme coordinators regarding curriculum structure and content. Nonetheless, HEC strongly encourages the adoption of the modelled TE curricula as it is reportedly held that they assure a highly valued 'standard' across local UBITE (auxiliary document, 1998: 10).

4.2.2 Turkish Teacher Education Reforms and their Official Documentation

The history of HEC's various main acts and interventions within UBITE, including programme accreditation, is well documented in a comprehensive, official record titled as *Teacher Education and Education Faculties* – TEEF (HEC, 2007). This formal document of 260 pages provides (in Turkish) a cumulative summary of the then 160-year-long history, policy and implementation background of TE in Turkey. Throughout this period of time, inevitably, the socio-economic and political developments have triggered several turning points in the execution of general

education and consequently, teacher education in the country. TEEF, however, focuses especially on the time between 1982 and 2007 as the former year marks the date when all TE schools and institutes (previously governed solely by The Turkish Ministry of Education, MoE) were transferred to and united under the Faculties of Education (FoEs) across the nation's universities.

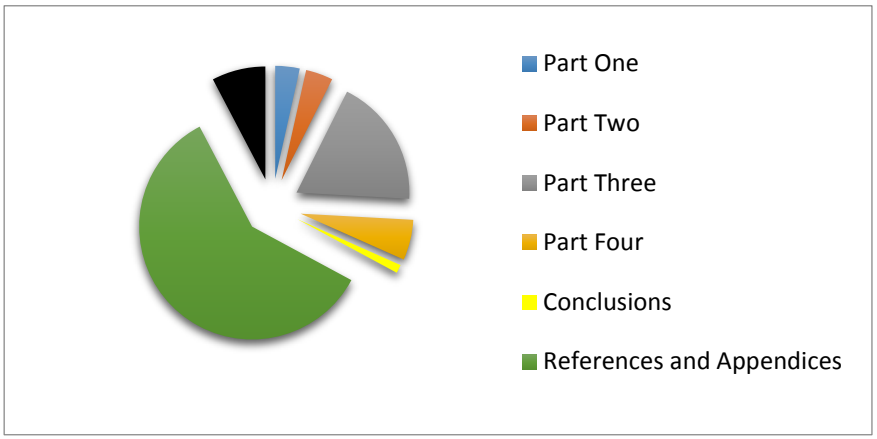
TEEF, as a national-level document, reportedly aims to address an observed absence of a collection that details with evidence the (then) 25-year-long background of the FoEs (founded in 1982) in a single, official and open-access source. The following table and figure offer a summary of the document's content and part proportions.

Table 7: TEEF Content: Document Parts

Part Title	Part Content	Number of Pages	Proportion (~ %)
Part One	*National Education Policies and Verdicts for Teacher Education* *(National Education Council Meetings and Developmental Plans)*	9	3.5
Part Two	*Historical Overview of Initial Teacher Education Bodies in Turkey (1923-1981)*	10	3.9
Part Three	*Education Faculties Model in Initial Teacher Education (1982-2007) and the Two TE Reforms*	48	18.5
Part Four	*Teacher Education in EU Countries: Comparisons and Inspirations*	15	5.8
Conclusion	*Conclusions and Looking Ahead*	3	1.2
References and Appendices	*References and Appendices*	154	59.5
Preface, Foreword and Blank Pages	Title pages, Table of Contents, Foreword, Blank Pages	*20*	*7.7*

Within the main body of the text, Part Three (*Education Faculties Model*) is given the largest space in a single part (see figure below) as it is the focus and reportedly a major publication rationale of the document.

Figure 14: TEEF Content: Illustration of Parts by Proportion



As can be seen, more than half of the manuscript is composed of references and appendices which provide a rich source of documentary evidence on the history and structuring of initial TE in Turkey (e.g. list and development of pre- and post-1982 TE bodies, numbers and evolvement of all TE programmes, all national initial TE curricula modelled between 1923 and 2007 and many more matters of relevance).

In addition to TEEF, HEC has published two other complementary documents in 1998 and 2007, titled as '*Education Faculties Teacher Education Undergraduate Programmes March 1998'* and '*Education Faculties Teacher Education Undergraduate Programmes June 2007'* respectively (1.2.3.1). In addition to the national TE curricula (list of modules for each teaching subject including ELT) and the principles behind their modelling, these two documents provide lists of brief module descriptions as well (i.e. standardised module aims and objectives).

These two supplementary documents were published soon after the TE reform that preceded each in 1997 and 2006 respectively. As was mentioned earlier, throughout

the 160-plus-year-long background of TE in Turkey, three dates are discerned as turning points. These are namely, the foundation of FoEs in 1982, the 1997 TE reform and the 2006 TE revision/update.

Between 1982 and 2007, it is explained in TEEF that five National Education Council Meetings (*Milli Eğitim Şûraları*) and six quinquennial National Development Plans (*Kalkınma Planları*) (held/devised by MoE, HEC and FoE delegates) came to pass which have influenced the policy making processes of UBITE in Turkey directly and significantly. However, it is also noted that only one of these council meetings focussed solely on the matter of initial teacher education (11th NE Council Meeting, 1982) which thence led to the establishment of FoEs. Others that followed, according to TEEF, had their agenda set largely on national education issues but did accommodate TE problems and resolution proposals on occasion. In fact, following my own review of the overall 19 meeting-verdict reports publicised by the Ministry of Education online (http://ttkb.meb.gov.tr/www/suralar/dosya/12), I found that only one meeting, namely the 15th held in 1996, mentioned in a single sentence what could be interpreted as a research education-related objective for national education in generic terms (see 4.3.1); whereas a second, more recent meeting (i.e. the 18th held in 2010) envisioned free access for in-service teachers to scientific research online (e.g. peer reviewed, international journals and local universities' thesis databases).

A year after the 15th NE Council Meeting, in the 15th year of their foundation, Faculties of Education underwent a complete re-structuring in the context of the 1997 TE Reform. According to TEEF, HEC had concluded that FoEs at the time 'faced several problems including mismanagement and deviation from their main objectives', and that they were 'incapable of meeting the nation's teacher needs in terms of both

quantity and quality' (TEEF, 2007: 49). In the light of the cooperation between MoE, HEC and FoEs, the following were identified as immediate priorities at the time.

- Programme (Curriculum) improvement
- Creating further education/training opportunities for academic staff
- Betterment of physical facilities
- Closer FoE - placement schools alliance
- Accreditation and standards establishment
- Foundation of a National Committee of Teacher Education to monitor the reform

Among these, the UBITE curriculum improvement pronouncement, perhaps inspired by the preceding NE Council meeting, resulted in (among several other improvements) the introduction of an explicitly RE oriented module titled as *Research Skills* for the first time in the reported history of local university-based initial ELTE (see 4.3.1). Two other teaching subjects, namely French and German Language Teaching, were also 'rewarded' with this module. 17 others, however, would need to await the second TE reform in 2006 for a recast and mainstreamed RE module (re/titled as *Scientific Research Methods*), the content of which will be discussed at length in the upcoming chapter sections.

Almost a decade later, HEC concluded that given the outcomes of several academic events such as symposiums, conferences, panels etc. among the involved parties, 'it became debatable whether the TE programmes offered by the Faculties of Education had been fully capable of educating teachers with the knowledge and skills required by the modern times' (TEEF, 2007: 63). Furthermore, a considerable number of Turkish scholars (including one of TEEF's editors) reportedly criticised rather strongly the imposed and rigid programme structuring which, at the time, gave the impression of a model brought from abroad without careful consideration (e.g. Eşme 1997, Kavcar 2003). A second collaborative process of updating, or so-called modernisation of, the TE programmes was thus initiated by the HEC and MoE

delegates and FoE deans in 2006. Some of the observed flaws relating to the programme structures were addressed through the following proposals.

- Increased flexibility within the standardised TE curricula
- Allowing FoEs some discretion to alter the 'fixed' modules in the TE curricula
- Increasing the proportion of the 'General Culture' modules in the TE curricula
- A closer TE programme correspondence with those implemented in the EU countries

As we will see shortly in the document analyses that follow, the above-mentioned General Culture category of modules defined in 2006 plays a significant role in understanding the formally stated place of research education in the current UBITE and consequently, pre-service ELTE in the context. Of equal importance for understanding HEC's present RE stance and near-future agenda is the last item above that somewhat clarifies the TE modernisation mission initiated in 2006 by openly discussing the source of inspiration, that is, TE in EU.

Beforehand, I provide below a reminder of the sources, analysis and presentation of the formal documents compiled to construct the present chapter.

4.2.3 A Reminder of Document Sources, Analysis and Data Presentation

Data presented throughout this chapter originate from three sets of documents. The selection criterion and process were explained in Chapter III (3.5.1). The first document set comprises three publications by HEC on UBITE in Turkey. These documents were obtained from a small collection of publications that HEC made available on its official website. In the main body of the major publication TEEF, 53 uses of the word 'research' (with collocates) were identified. Only 13 of these uses (below) appeared relevant to the focus of the case study (Research Education in initial (EL)TE) and are presented throughout the chapter. Those I deemed irrelevant included

such concepts as research staff and staff research, research on local TE, research centres and so forth.

Table 8: Relevant Uses of the Word ‘Research’ in TEEF

Context of Use	Number of Appearance
Classroom-based education research (to improve UBITE)	1
Education research (to improve UBITE)	2
Research and inquiry (to be increased in UBITE curricula)	1
Scientific research methods (the explicit and mainstreamed RE module’s title in UBITE curricula)	1
Research-based knowledge (to be increased in teachers)	3
Research and development activities (for teachers to engage in more)	5

In the two auxiliary HEC documents, only the parts concerning the BA in ELT degree were analysed. Within these parts, the keyword ‘research’ appeared for a total of seven times in the single context of module descriptions of two explicitly intended RE modules in the national curriculum. All seven uses are examined in the current chapter.

The second set of formal documents comprises the institutional records of the initial ELTE programme under study (curriculum, programme mission statement and brief module descriptions) made accessible online. All appearances of the word ‘research’ in these documents are likewise analysed in the chapter but the programme mission statement did not feature the keyword ‘research’. Therefore, it will not be represented. The institutional representation of RE is additionally complemented by two semi-structured interviews conducted with Dr Acar, the programme vice-coordinator (3.5.2). Those interview extract parts that specifically comprised my discussions of research engagement and education with Dr Acar are presented in section 4.4.2.1.

The third data set includes the module documents (module outlines) distributed to the STs upon their enrolment on the observed RE modules (ARaW II and AWaRS). The

keyword ‘research’ mostly appeared in the ‘module aims and objectives’ parts of these documents. These are scrutinised in section 4.4.3.

I now turn to examine the impetus lent by the two TE reforms to research education in the Turkish UBITE.

4.3 Mentions of Research Education in the Documented History of Turkish University Based Initial Teacher Education

In this section, I examine related extracts from TEEF (HEC, 2007) that shed light on the place and role of RE in the documented history of the Turkish UBITE.

4.3.1 The 1997 Teacher Education Reform Context

As was said earlier, the 1997 TE reform in Turkey is considered a milestone in the history of local UBITE. In the 15th year of the establishment of FoEs, with a loan provided by the World Bank as part of a greater National Education Development Project, UBITE programmes underwent drastic alterations. Numerous features including the modelling, length, departments and even titling of the programmes had been reviewed and renewed in a resolute initiative mediated by HEC and MoE. Although TEEF reports relevant acts and verdicts in fine detail, I will only be referring to those document sections in which I have identified research education-related references in keeping with the case study’s focus.

The first extract presented below comes from the sub-1997 reform section of TEEF where the appointment of a National Committee of Teacher Education is the subject. This committee was, TEEF reports, assembled by HEC to review the pre-reform state of the Turkish UBITE with a vision of safeguarding the viability and efficacy of the then ‘newly’ animated reform movement. One important aim of the committee is stated to be an official responsibility to set and even have applied national criteria (i.e.

knowledge, skills and abilities to be fostered in teacher candidates) for pre-service TE as well as develop and deploy 'quality control' mechanisms. At the curriculum level, the committee was also given authority to structure initial TE programmes and design their modules to be updated consistently.

In the text where the 'missions' (in Turkish *görevler* which also translates as duties) of the committee are listed, we observe the first in-text appearance of educational research in general coming to prominence at the '97 reform's time as a means to potentially facilitate better quality education in schools. It is pinpointed that one significant duty the National Committee of TE had envisioned to fulfil in terms of research was:

> […] *to facilitate the widening of classroom-based educational research regarding the improvement of the quality of teaching and learning in schools.*
>
> (TEEF, p.49)

Similarly, within the same section, another mission statement specifies that the outcomes of such classroom-based research would be of important relevance and value for the betterment of the TE programmes as well. The mission statement reads:

> […] *to render the pre-service teacher education process effective and productive in the light of the country's needs and priorities as well as the contemporary developments and research findings in the field.*
>
> (TEEF, p.49)

Here, a rather novel responsibility for the TE programmes – in addition to the expected weighing of the nation's educational needs and priorities – to *follow* research studies conducted within the education field seems to have been implied. This relatively early conceptualisation could in turn be interpreted as more of a recipient type of role for the pre-service TE programmes regarding research than a contributor one. In other words, following/reading relevant research – to be in the know of 'contemporary

developments' – seems to have been prioritised initially rather than the conducting/producing end of the research scale. However, TEEF leaves out the one-sentence-long 'research education for all' motive (mentioned earlier) that the pre-reform NE Council Meeting (15th, 1996) brought about (below) which does indeed highlight, albeit in a very generic sense, the development of individuals' (learners of all levels) own research skills and by implication, research engagement.

> *The information-loading approach of the education programs* [nation-wide] *should be replaced with the mastery of reaching knowledge and of research skills.*
>
> (15th National Education Council Meeting Verdicts, 1996, item 17, p.474)

This (then) newly emanating mindset of research for the potential improvement of TE *and* general education was given, ensuing the '97 TE reform, a tangible form in initial TE as a 'new' and explicitly intended research education module (*Research Skills*, aforementioned in 4.2.2) in the transformed UBITE curricula at the time. However, this module was added to the curricula of English, French and German Language Teaching programmes only. I could not identify an overt or implied rationale for this reserved move either in TEEF or the auxiliary documents. Section 4.4 discusses the concerned module in detail.

4.3.2 The 2006 Teacher Education Reform Context

Almost a decade later, we see in TEEF's sections that discuss the second Turkish TE reform in 2006 that an initiative had been taken to emphasise and more importantly, mainstream the pre-service teachers' research education across all teaching subjects. This perhaps partly aimed to encourage the research contributor role mentioned above (to complement the recipient role highlighted initially) for the TE programmes by involving the teacher candidates in the production of knowledge.

It is reported in TEEF that the 2006 TE reform (or so-called modernisation) in Turkey was inspired by the European Union's report titled as the *Green Paper on Teacher Education in Europe* published in 2000; and was driven with an aim of updating the TE programmes and 'rearranging the flawed aspects of the [1997] model' set forth in various conferences, symposiums, panels and publications (TEEF, p.62).

One of the main inspirations taken from the EU countries' TE approach is implied to be an elevated profile for teaching as a profession and teachers as professionals.

> *A significant feature of the new programmes is their correspondence to those in the EU countries* [aiming at] *educating teachers who are not technicians doing what they are told but rather intellectuals who are problem solvers.*
>
> (TEEF, p.64-65)

The set of inspirations go on to explicitly link research education and engagement to professionalism in the reported sense of 'intellectuality' (above) in TE as follows.

> […] *the professionalisation of teaching as an occupation and moulding of professional teachers with research-based knowledge of teaching and learning.* […] *teachers* [as] *individuals with the ability of professionally transferring research-based knowledge and educational experiences whose legitimacy are evidenced by applied teaching and learning practices.*
>
> (TEEF, p.87-88)

As can be seen, in the context of the second TE reform (2006), a more specific profile was envisioned for future teachers as professionals, who are not only expected to follow (read) disciplinary research to be in the know of 'contemporary issues' (as proposed by the preceding '97 reform) but also to utilise and transfer the knowledge and vision gained by reading (i.e. engaging *with*) research into their practice. The following extract illustrates the only and arguably simplistic view HEC projected in TEEF regarding how UBITE programmes could contribute to educating such professional teachers.

> [In the EU report] *it is suggested for EU member countries' teacher education curricula to incline more towards process, problem, research and inquiry in future.*
>
> (TEEF, p.90)

The foregoing extracts in the present section (4.3) (seven in total) constitute the totality of the information I could identify in the major national document (TEEF) regarding the purpose of RE on the UBI(EL)TE curriculum and the kind of teacher it should inform. HEC may not have made it a priority in TEEF to discuss the above further for several possible (and valid) reasons such as space, importance or relevance but TEEF's appendices and the auxiliary HEC documents accessible online illuminate how the national ELTE curriculum (and other subjects too) evolved to date regarding RE. On account of this information made public, we can see the 'moves' HEC made at the curriculum-level and can speculate on a connection between national curriculum reinventions (such as the mainstreaming of the explicitly intended RE module) and the broadly-covered research education and engagement objectives in the Turkish UBITE. Nevertheless, the TEEF extracts presented earlier indicated that at the national UBITE policy level, 'intellectual' teachers capable of 'problem-solving' and hence equipped with the necessary knowledge and skills to be research engaged – however literature-reading oriented this RE related purpose may be – are envisioned for the future of national education.

I now continue with the relatively more specific curriculum representations of RE in the case study context not only at the national but also, as we shall see, institutional and module levels.

4.4 Curriculum and Module Centred Representations of Research Education

In this section, I narrow down the investigation of the formally stated 'reality' of RE in the case study context by focussing on the national (TEEF and two auxiliary HEC documents) and institutional (ELTE programme online material) curriculum models documented for the BA in ELT degree studies under research. What follows is, first, a presentation and discussion of the national versus institutional representations of the two explicitly RE oriented modules in the curriculum based on their documented, brief module descriptions. Then, I move on to discuss the module level representations of RE referring to the documents collected during my classroom observations.

4.4.1 National-Level Representation

As was presented in the previous sub-section, an implied agenda of bringing research education and engagement to the fore in local TE by means of the curriculum was established by HEC in 2006. In this section, I focus on the review of the previous initial ELTE national curricula documented in TEEF with an aim of identifying the evolving place of research education in the curriculum over time.

TEEF, as was mentioned earlier, focuses on the period between 1982 and 2007 in the history of initial TE in Turkey (4.2.2). Therefore, it documents three national curriculum models in total for initial ELTE aligned with the three significant dates (1982, 1997 and 2006). The table below provides information as to the two modules in the evolved ELTE curriculum that explicitly claimed a role for RE in their brief module descriptions.

Table 9: Pre-Service ELTE National Curriculum Development History: The Research Education Modules (1982-2007)

TIME PERIOD	TOTAL NUMBER OF MODULES	RESEARCH EDUCATION MODULES (Year/Term, Title and Credit)
Post-1982 (FoEs founded)	86	No explicitly intended RE module identified
Post-1997 TE Reform	50	Y2/T2 *Advanced Writing Skills* (3 credits) Y3/T2 *Research Skills* (3 credits)
Post-2006 TE Reform	58	Y1/T2 *Advanced Reading and Writing Skills II* (3 credits) Y2/T2 *Scientific Research Methods* (2 credits)

In the first model presented (1983/84 academic year), no module that was explicitly research education inclusive appeared to be present in the four-year ELTE curriculum.

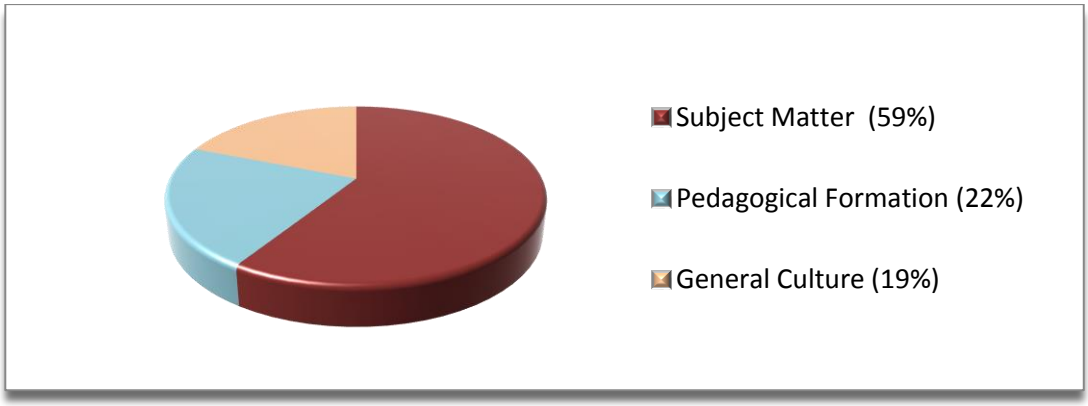
In the second model (1998/99 academic year, post-'97 reform), a 'new' module generically titled as *Research Skills* was introduced with three credits (three lecture hours per week) and to be delivered in the penultimate year of STs' ELT studies (Year 3/Term 2). This aligns with the TEEF extract I presented earlier (4.3.1) regarding the up-surged interest toward the potential relevance of educational research outcomes for initial TE in the '97-reform era. Additionally, a second module titled as *Advanced Writing Skills* with three credits was placed in Year 2/Term 2 whose content involved 'writing skills for research and thesis work' (see 4.4.1.1). The introduction of these two modules together appears to perhaps substantiate, to some extent, the general research education motive articulated in the verdict report of the pre-reform, 15th National Education Council Meeting (4.3.1).

In the final (and latest after the 2006 reform) ELTE curriculum model, we observe that the previous *Research Skills* module was re-titled to become *Scientific Research Methods,* though with a lowered credit of two (two lecture hours per week). Also, the module was re-located to Year 2/ Term 2 (from Year 3). This reduction of module

credits can be interpreted as a rather surprising move given the concurrent, scaled-up HEC plans of developing TE curricula that are 'more research and inquiry oriented' (4.3.2). However, the re-location of the module to the second year of studies may suggest an intention of an earlier introduction to research skills for student-teachers. The Year 2/Term 2 *Advanced Writing Skills* module was re-titled as *Advanced Reading and Writing Skills II* and hauled down to Year 1/Term 2. The module aim abandoned 'thesis writing' and instead focussed on 'basic research skills' such as library search and report writing – also a rather surprising move by HEC given the claims to 'more' research oriented curricula.

Unlike the first two curriculum models documented, the third model (post-2006) does categorise all of its 58 modules and it does so in three groups, namely, Subject Matter (*Alan ve Alan Bilgisi*), Pedagogical Formation (*Meslek Bilgisi*) and General Culture (*Genel Kültür*) (see 1.2.3.2 for module examples for each category). The proportion of these three module categories across the latest ELTE national curriculum model is shown below.

Figure 15: Post-2006 National BA in ELT Curriculum Module Proportions by Category



The *Scientific Research Methods* module was and still is categorised under General Culture. As was revealed earlier (4.2.2), understanding the place and role of this

module category in the ELTE curriculum is very important in the investigation of the formally stated place of research education in the context. However, when I reviewed the relevant sections of TEEF, I found no more than an in passing introduction and justification for this key category (below in full) which simply reiterated the fundamental purpose of fostering teacher candidates' 'intellectuality' by means of an array of seemingly eclectic modules.

> *The primary changes envisioned by the 2006/07 reorganisation of the TE programmes included an increase in the proportion of general culture modules as a major feature. As part of this change that seeks to increase the teacher candidates' intellectual attainments, the programmes have been enhanced with modules such as history of science, scientific research methods, effective communication skills, Turkish education history and philosophy.*
>
> (TEEF p.64)

When I referred to the corresponding auxiliary document published in the same year (2007) by HEC, titled as *Education Faculties: Undergraduate Programmes of Teacher Education* (4.2.2), which lists all of the 15 Turkish UBITE programmes' national curricula and brief module descriptions, I again identified a single but relatively richer description of the General Culture module category.

> *One of the most important assets of the new programmes is the increased proportion of the general culture modules. The aim of this alteration is to equip the teacher candidate being educated at the university level with the intellectual competence required to exist as a cultured individual. A versatile teacher candidate who has a certain amount of knowledge and capability regarding general culture and information technology and who can conduct scientific research and is able to utilise already-conducted research, will be more successful at meeting the requirements of contemporary education. This quality in the teacher will reflect positively on the preparation of the students s/he is educating for future. With this purpose, general culture modules such as* […], *scientific research methods* [etc.] *have been included in the curricula.*
>
> (Auxiliary Document 2007, p.8)

Here, we see yet again that a picture of an 'intellectual', research-capable teacher is portrayed for the future of Turkish education. The suggested teacher abilities of both

conducting and utilising research are presumed to be of benefit for their future learners and for a better quality education. However, it can also be observed in the above conceptualisation that how such a benefit would be realised in practice has remained unexplained at the (re-articulated) policy-making level. Additionally, the categorisation of research skills development as 'general culture', which has the smallest proportion – and perhaps the highest level of dissimilarity among member modules – in the curriculum, might imply that a teacher candidate's knowledge and ability of engaging in/with research is conceptualised as an additional skill rather than an essential quality.

In support of the above observation, it is also important to note that these 'general culture' modules are represented in the HEC documents as relatively unstable components in the core UBITE curricula. This representation (below) is besides expressed in such a language that the instability of these modules comes across as a virtue of 'flexible' programme structuring.

> *Within the extent of programme flexibility, faculties will be able to implement different general culture modules as well as make changes in these modules in time.*
>
> (TEEF, p.64)

> *Owing to the flexible formation of the programmes, Education Faculties will be able to implement different general culture modules and replace the previous ones in time.*
>
> (Auxiliary Document 2007, p.9)

For this reason, although HEC's initial ELTE curriculum planning at the national level appears to have rendered the major, explicitly RE inclusive module replaceable at any time, given the aims of this study, it was also imperative that I explored the in-context, institutional place and role of research education in comparison to its more abstract place at the policy-making and national curriculum development levels. In the next

sub-section, I discuss in more detail the national and institutional module descriptions of the two explicitly intended RE modules in the initial ELTE curriculum. Before that, I look at the chronological development of these modules in the national ELTE curriculum as was revealed by TEEF and the two auxiliary documents.

4.4.1.1 Chronological Development of the Research Education Modules in the National Initial ELTE Curriculum (1997-2007)

As was mentioned earlier, the details of the Turkish UBITE programmes – including their curricula and brief module descriptions – are presented in two auxiliary documents published in 1998 and 2007 by HEC in addition to the main official document, TEEF. My review of the BA in ELT degree details in these supplementary documents revealed that there have been two modules in the national curriculum which explicitly claimed a role in teaching research, namely, the first-year *Advanced Reading and Writing II Module* and the third year *Research Skills/Methods* module.

***Advanced Reading and Writing II Module*:** The *Advanced Reading and Writing II* delivered in Year One/Term Two of the initial ELTE curriculum bears three credits and belongs to the Subject Matter module category (4.4.1). Therefore, this module is not replaceable as are those which populate the flexible General Culture module category. The development of AWaRS II module objectives in the context of the two TE reforms in Turkey (1997 and 2006) is illustrated in the table below.

Table 10: Chronological Development of the National ARaW II Module

Module Title/ Version	**Module Description**
Advanced Writing Skills (post-1997 TE Reform)	*Teaching of professional writing skills necessary for research and thesis writing; Application of strategies of reviewing, correcting, evaluating and assessing student compositions.*

Advanced Reading and Writing Skills II (post-2006 TE Reform)	*Critical thinking skills, higher order sub-skills of reading, namely, making inferences and deductions, reading between the lines, relating inferences from the text to real life; reacting to readings; production of different types of essays (e.g. comparison and contrast, classification, process analysis, cause-and-effect analysis, and argumentative); basic research skills including library/internet search, and basic research report writing skills such as citing, paraphrasing and referencing.*

(Auxiliary Documents 1998 and 2007, p.61 & 126)

A rather radical shift of focus is seen above in terms of downscaling the rather ambitious ARaW II objectives from the more advanced 'research skills and thesis writing' to 'basic library/internet search and report writing'. The mention of 'research skills' might also be interpreted as a direct inter-modular link to the post-1997 version of the major RE module in the curriculum (explicitly titled as *Research Skills*) which extended to include the teaching of research methodology and a research engagement experience. The re-titling and re-planning of this subsidiary RE module, however, suggests a renewed priority placed on academic *reading* over the earlier objective of (possibly) preparation for future engagement in and thence reporting (*writing*) of a research project in the third year of studies.

***Research Methods/Skills Module*:** This module is the aforementioned major RE module which currently bears two credits and is categorised under General Culture within the national ELTE curriculum (4.4.1). It is presently located in Year Two/ Term Two in the standardised programme of studies.

Table 11: Chronological Development of the National SRM Module

Module Title/ Version	Module Description
Research Skills (post-1997 TE Reform)	*Teaching of scientific research methods and techniques and their sampled application; getting students to conduct small-scale research in their field and its evaluation.*
Scientific Research Methods (post-2006 TE Reform)	*Science and scientific concepts (fact, knowledge, absolute, accurate and inaccurate, universal knowledge etc.); fundamental issues in the history of science; organisation of scientific research, scientific methods and different methodological viewpoints; the research problem, design and sampling methods; data collection techniques (qualitative and quantitative data gathering); recording, analysing, interpreting and reporting data*.

(Auxiliary Documents 1998 and 2007, p.63 & 131)

Contrary to the approach of abating adopted for ARaW II above, this module shows a move toward intensifying the research-teaching objectives. It appears that the intention became to precede and support the understanding and application of perhaps the practical components of research methods and techniques by way of the more abstract and theoretical fundamentals of epistemology and methodology. In terms of immersion in research, the elements of planning, conducting, analysing, interpreting and reporting remained as major module objectives.

I now move on to discuss the equivalent module descriptions made available by the institution where the case study was conducted. Just as HEC did through TEEF, this institution (academic department) makes its programme curricula (BA, MA and PhD degrees being offered) and brief module descriptions available online for public access.

4.4.2 Institutional-Level Representation

***Advanced Reading and Writing II Module*:** In the case study context, the Year One/Term Two *Advanced Reading and Writing II* module was delivered in Year One/Term Two as suggested by the latest national curriculum and also bore three credits as a Subject Matter module. The module objectives were depicted as follows and are observed to be similar to those of the latest national version (4.4.1.1).

Table 12: ARaW II Institutional Module Description

Module Title/ Version	Module Description
Advanced Reading and Writing Skills II (post-2006 TE Reform)	*This course is a continuation of Advanced Reading and Writing I. By processing authentic reading texts students will be able to make inferences and deductions and read between the lines* […]. *Students will analyse, synthesize and evaluate information and react to readings in their compositions and develop basic research skills including library/ internet search and basic research report writing skills such as citing, paraphrasing and referencing.*

(N. Cyprus Pre-service ELTE programme, module descriptions online)

***Advanced Writing and Research Skills*:** The Year Two/Term Two *Scientific Research Methods* Module (4.4.1.1) was alternatively titled as *Advanced Writing and Research Skills* in the context and instead delivered in Year Three/Term One. It bore three credits instead of the HEC-suggested two but nonetheless belonged to the flexible/alterable General Culture module category. The module was assigned very briefly the following goals.

Table 13: AWaRS Institutional Module Description

Module Title/ Version	Module Description
Advanced Writing and Research Skills (post-2006 TE Reform)	*Practice in writing a research paper; conducting library research and producing a full-length term paper.*

(N. Cyprus Pre-service ELTE programme, module descriptions online)

Unlike its national counterpart (*Scientific Research Methods*), which draws heavily on the teaching of theory and traditions of research in the field, the institutional RE module above (AWaRS) is seen to be much more practice and hands-on experience oriented. Although the phrase 'conducting library research' may be understood as implying a review of relevant literature as the major module requirement, excluding any empirical research work, in the observed AWaRS module, fieldwork with research participants was in fact incorporated (Chapter V).

Before examining the module-level documents which will illuminate how RE was represented for the STs particularly – through module outline documents distributed to them which were not accessible online – at the time of this study, I present RE-related findings from the two semi-structured interviews conducted with the ELTE programme's vice-coordinator (Dr Acar) to complement and expand the institutional RE 'reality' in the case study context.

4.4.2.1 Key Informant Mentions of Research Education in Context

In this sub-section of the institutional representation of research education in the context, I will be presenting findings from the two semi-structured interviews conducted with a key informant from the ELTE programme under study (3.5.2). As I mentioned earlier, Dr Acar was not only the vice-coordinator of the programme but

also the tutor of the first-year RE module (ARaW II) at the time of this study. These two interviews with her aimed in part to obtain any key information as regards research education in the context that was somewhat 'formal' – coming from the vice programme coordinator – but had not necessarily been documented on-paper (such as expectations, priorities, any problematic issues, 'ideal' versus current RE practices etc.). A second aim was to explore her conceptions and interpretation of HEC regulations as an initial TE programme administrator in the case study context.

My first interview with Dr Acar took place once the ARaW II module was completed (April 2013) so that I had sufficiently rich experiences (based on my previous classroom observations) of the abovementioned possible matters to cover in our interview (Appendix B). Although Dr Acar had previously delivered the first-year *Advanced Reading and Writing I* module, she informed me that it was her first time to deliver the ARaW II module at the time of the study. She thus commented that our time together was a period of 'exploring' for her as much as it was for me as the researcher.

While discussing the first-year ARaW II objectives in general, Dr Acar noted that basic academic literacy skills were necessary to start building from as early on as possible given the demanding nature of the more advanced research module in year-three (AWaRS).

> […] *because later they* [the student-teachers] *will be taking the research module and there they will have to really understand what they read and express that understanding in their writing.*

Dr Acar also acknowledged that advanced writing skills in particular were expected both by the students and other tutors to be improved by means of ARaW I and II. Our exchange of thoughts below, however, demonstrates a dilemma that arose

spontaneously as we were discussing this general matter of expectations. Dr Acar seemed to have come to the realisation that there was what she construed as a 'weakness' of connection between ARaW (I and II) and the rest of the more advanced academic literacy modules such as AWaRS in year-three.

> *Dr Acar*: *They* [other tutors] *expect students to be able to read well and write well when they land in their classes – I mean, even though they do not say this out loud, they anticipate a class whose knowledge of the English language and grammar is established by previous experiences… and the students as well expect some things to help them to build such experiences as early on as possible.*
>
> *Ceren: I see.*
>
> *Ceren: Then, if that's the case, would it be true to say that you are also expected to be aware of whatever reading and writing is happening in other modules? So that you can help prepare students accordingly?*
>
> *Dr Acar: Well…*
>
> *Dr Acar: This is one aspect that can be criticised. I am thinking that we have a weakness in linking here. You're asking if I must be in the know of connections in between modules, aren't you?*
>
> *Ceren: Mm-hmm. Yes.*
>
> *Dr Acar: Right – you are right. There must be a linking of that sort. I mean, this looks like something that we must give thought to. It has to be better weaved because in the later research module* [AWaRS], *all of this will appear in the form of conducting research and writing a paper about it. Apparently the programme has to be revised in this sense. Mm-hmm, yes.*

At this point, when Dr Acar mentioned the prospect of a module revision in the light of the 'weakness' she came to identify at that moment in our interview, I had the opportunity to ask her how possible it would be to implement changes or adaptations to the curriculum when HEC seems to regulate UBITE in such a detailed manner (4.2.1). She informed me that:

> *Once a programme is approved* [by HEC] *to be launched, not much of a reporting takes place actually… In fact, let me tell you, the important thing for me is how much the tutors would want to put into things. Just because HEC exists – of course there are things that bind us but… that's something a tutor can use as an excuse perhaps. That is, 'oh there's this officialdom above me so this is the best that I can do'. But really, this is something that*

> *can be questioned. For example, for the things that I wished to try here* [the observed ARaW II module], *was HEC a barrier? No, it wasn't.*

As the foregoing extract illuminates, Dr Acar identified HEC's programme-launch approval process (4.2.1) as perhaps the most prominent context in which the 'officialdom', as she put it, makes its forces felt. On the contrary, she implied that this officialdom becomes somewhat impotent once the lecture-room doors are closed. She commented that a teacher's discretion regarding module content and implementation would be more effectual than the official module description prearranged.

The topic of HEC regulations of UBITE marked the end of my first interview (April '13) with Dr Acar. Then, having been informed that reasonable changes and alterations to module content/organisation were in fact possible, I went on to continue the second phase of data collection in the field (subject of the following two chapters). Towards the end of the second study phase, I had the opportunity to reunite with Dr Acar almost a year later for a second interview (January '14). As part of this meeting we talked specifically about the current place and role of research education in the ELTE programme.

I brought it to Dr Acar's attention that only two modules in the curriculum appeared to claim an on-paper role of research education and invited her to inform me (to her knowledge) what other, if any, activities or experiences were offered for such purposes. She explained that in other modules where RE was not necessarily an explicit objective, tutors – including herself – used discretion and decided to (or not to) include research-related activities in their module planning.

> *We all try to include it somehow, though on a very small scale. I, for instance, get the students to interview a language learner for the Acquisition module and interpret their findings in relation to an SLA theory that we have covered in class. Also for the Sociolinguistics module that I teach, I once had them to think about; 'if you were to design a*

research study about sociolinguistics, how would it be?' – Only for discussion purposes though, not to sit down and write 4-5 pages. But currently in the first year modules, they are not doing anything of this kind.

To follow up on Dr Acar's explanation above of her own efforts of including research in the modules she delivered, I inquired whether the student-teachers' research education and engagement had any recognised place in other parts of the programme. She answered, in a rather regretful tone, that it did not. Rather, she clarified it to me that English language mastery for the teacher candidates was deemed, in her opinion, more important than that of research knowledge or skills. This was well in line with the ELTE programme's mission statement publicised online.

Dr Acar: I guess not, my dear, I guess not. It does not have priority. I also came to realise that later on but I suppose the priority here is to prepare teachers for secondary and high-schools. Although we as people working at universities always voice the contribution value of research but I guess it is not really a part of our education. As an objective, it is not of priority.

Ceren: Mm-hmm. Well, might this, in your opinion, imply that research is seen not as necessary for these groups of teachers that you just mentioned?

Dr Acar: No, I mean every teacher needs to somehow engage in research, renew themselves and develop different perspectives but owing to the context we are in, the priority of course is on the student-teachers advancing their language skills, I think; because the language learning process for them is still going on.

The above explanation by Dr Acar would perhaps substantiate, to a limited extent, the programme implementers' motive behind the alternative 'advanced writing' focus of the main RE module (AWaRS) in the current curriculum instead of its national version that additionally concentrates on epistemology and methodology (4.4.1.1).

To finalise our second interview, I asked Dr Acar what 'good' research education would be like, in her understanding, if the teaching of research *were* a programme priority and if she personally had the chance to organise it. She briefly concluded that an emphasis on immersion would have been crucial for hands-on experience that is led 'systematically'.

> *Good research education would perhaps include actually conducting research and reporting it. I mean, certain elements must be present to get the students to comprehend the very nature of research. I think that it is important for them to have a genuine question in mind and be able to systematically look into things whilst addressing that question*.

Dr Acar, therefore, voiced concisely her personal pro- hands-on engagement stance concerning research education in initial ELTE so long as the student-researchers have a 'genuinely' intriguing question in mind to address through their projects. However, we will see in Chapter V that demarcating a feasible research question from a genuine one appeared more important than organising an authentic research experience owing to the constraints of conducting research as part of a one-term-long module's requirement.

4.4.3 Module-Level Representation

Expanding the module-level mentions of research education, which were already covered, to some degree, in the national and institutional levels of RE representation in the context, this sub-section draws on the module documents (module outlines of ARaW II and AWaRS) distributed to the STs at the start of the concerned academic terms (2012/2013 Spring Term and 2013/2014 Fall Term respectively). I was also allowed by the module tutors (Dr Acar and Dr Sezer) to obtain copies of these documents.

Advanced Reading and Writing II **(ARaW II):** In the national initial ELTE curriculum, the Year One/Term Two ARaW II is a continuation of the Year One/ Term One ARaW I. It is the second module (after AWaRS) in the entire curriculum model of 58 modules which claims explicitly some role of RE. Regarding this role, the statement of objective in the module outline distributed by Dr Acar to the student-

teachers when the term began echoed that which was noted in the institutional and national versions of ARaW II module descriptions. It read:

> […] *to develop basic research skills including library/internet search and basic research report writing skills such as citing, paraphrasing and referencing.*
>
> (ARaW II module outline, p.1)

Notwithstanding the on-paper claim to 'basic' RE above, as Dr Acar acknowledged in our interviews ('*currently in the first year modules,* [the STs] *are not doing anything of this kind* [research]*',* 4.4.2.1), no in-class RE instruction or activity was observed in ARaW II in the 2012/2013 academic year. This hence led to data reduction in the case study as was justified in Chapter III (3.8).

Advanced Writing and Research Skills **(AWaRS):** In the previous sections, the analysis of the institutional documents revealed that AWaRS, the major RE module in the initial ELTE curriculum, was intended for:

> […] *practice in writing a research paper, conducting library research and producing a full-length term paper* (4.4.2).

The module outline document distributed to the STs upon their enrolment on the module corroborated and extended the priority set in the institutional AWaRS model on *writing* research, emphasising the product – the end of the research process – and 'standards'.

> […] *to help students conduct a piece of original research according to agreed, conventional and academic* [...] *standards.* […] *Emphasis* […] *will be placed on the know-how of writing a good research paper* […] *Students will be taught the guidelines* […] *so that their writing conforms to the widely accepted standards.*
>
> (AWaRS module outline, p.1)

The statement of objective continued to highlight the module's introductory role in the curriculum regarding research education, assuming mastery of research 'basics' as the

priority for incoming student-teachers who, it seems, were considered inexperienced in research.

> […] *to introduce students to the essential basics of conducting original research. Students are expected to engage in data collection and conduct small-scale data analysis which will lead to the production of a full-length research paper.*
>
> (AWaRS module outline, p.1)

Somewhat differently, the repertory grid interviews with the STs (Chapter VI) will indicate that the participant STs did have some previous research and research-related experiences as they perceived them before taking AWaRS; even if these appeared largely as an eclectic assortment of self-inquiry and self-study activities required in partial fulfilment of some modules, the majority of which did not necessarily involve any systematic research planning, conducting and dissemination.

As was established in the module document above, an 'original' research experience was envisioned in AWaRS and thereby a covering of issues like 'originality' and 'academic worth' were among module objectives. This was in keeping with Dr Acar's vision of 'good' research experience for the STs as being equivalent to facilitating 'genuine' research ('*intriguing research question in mind*', '*comprehending the very nature of research*') (4.4.2.1). However, the next chapter will illustrate an observed priority set in AWaRS on feasible (namely, replicated) and timely-finished research as (by implication) 'good' research reported above.

Moreover, 'ample' in-class opportunities for academic writing-related practice ('s*ummarising, paraphrasing, quoting, citing* and *referencing*') as well as scholarly thinking ('*organising thoughts to present ideas coherently, clearly and in an interesting way*') were in the intended agenda of AWaRS (module outline document,

p.1). Conversely, though, very little data emerged from the observed sessions to support these on-paper claims (Chapter V).

4.5 Summary

In this chapter, I examined three sets of official documents (national, institutional – including key informant interview transcripts – and module) in an attempt to delineate the formally stated 'reality' of research education in the case study context. The national publications by the Turkish HEC (TEEF and two auxiliary documents) offered a re-articulation and re-representation of the history, policy-making and curriculum design of local UBITE (including ELTE) between 1982 and 2007. In tracing the reported history, I was able to identify uses of the keyword 'research' that seemingly alluded to the nature and content of the construct's representation and conceptualisation within general education as well as UBITE. Similarly, in examining the institutional documents gathered (the ELT department housed within a university in North Cyprus), I was able to explore the contextualised place of research in the formally stated 'actual' curriculum of initial ELTE. I attempted to supplement these on-paper statements with those verbally expressed by a key informant, Dr Acar, who was an ELTE programme representative at the time. Finally, the module documents collected from the two explicitly RE inclusive modules in the curriculum (identified by myself and confirmed by Dr Acar), I was enabled to see how research was presented and introduced to the student-teachers on paper.

In this final section, I will summarise the document investigation outcomes and present a preliminary discussion of the extent of congruence between *national* (national HEC documents), *curriculum* (national HEC and institutional documents), *module* (national, institutional and module documents) and *key informant* (programme

representative semi-structured interviews) conceptualisations of research, and by extension, research education in the case study context.

Within the national HEC documents, I have found that the relevant uses of the keyword 'research' appeared exclusively in the contexts of the two local UBITE reforms in 1997 and 2006 and in the presentation of UBITE curricula and module descriptions. As was presented in section 4.3.1, a single statement in TEEF somewhat suggested that promotion of classroom-based educational research was introduced into the national education agenda in the context of the 1997 UBITE reform in Turkey. In the same statement, such research was juxtaposed with better quality education in schools. The very date was moreover the first time in the reported history of local UBITE when an explicitly RE inclusive module (then titled as *Research Skills*) was placed in the curricula of initial English, German and French language teaching degree programmes – but oddly not others until the second TE reform in 2006. It could hence be proposed that initially, the student-teachers of languages at least were purposefully re-profiled at the national level to potentially (and additionally) become future contributors of formally valued classroom-based research. This is a fundamental principle within the 'teacher research' and 'student-teacher research' trends in education (2.2 and 2.3). However, there might have been other possible reasons than the prospect of classroom-based research activity (e.g. prospect of advanced, postgraduate studies, see also 2.3.5) behind the introduction of the said module but this was left unexplained in the examined national documents.

At the national level, I have also found that classroom-based research was initially presented as one potential means to improve the quality of local UBITE as well, alongside general education. However, the envisioned benefit was framed as making use of current classroom-based research studies to be in the know about contemporary

developments in the education field. A research follower role (recipient) instead of a contributor one (knowledge producer) hence appeared to be encouraged for UBITE practices. In so doing, the TE programmes would reportedly be rendered up-to-date and modern but the student-teachers nonetheless remained positioned at the receiving end of research. Later, in context of the 2006 TE reform, I have found a relatively more precise and explicit profile constructed for the nation's teachers with respect to research and inquiry. With reported admiration of the TE practices of EU countries, the Turkish UBITE pointed at an aim to educate intellectual teachers adept at problem-solving, rather than 'technicians' submitting to authority and power that surround them. Therefore, professional teachers with research-based knowledge and the skills to transfer this knowledge into their teaching were pictured in the national education agenda. Whether this knowledge was seen to be received, followed and/or produced did not appear to be explained in the analysed documents. It was nonetheless mentioned briefly in TEEF that UBITE was regarded to play a role in enabling teacher candidates to build research knowledge and skills by planning and implementing curricula that were more research and inquiry oriented than the pre-reform era.

Paradoxically, when I scrutinised the UBITE curricula (of ELTE particularly) presented in the national documents, I found no remarkable difference between the post-1997 and post-2006 curriculum models concerning explicitly intended RE. The lone module titled as *Research Skills* (post-1997), which was placed in the curricula of language teaching subjects (aforementioned), got re-titled to become *Scientific Research Methods* (post-2006) and was mainstreamed across all UBITE programmes. A secondary module titled as *Advanced Writing Skills*, which proclaimed some explicit but narrow RE role in its module description, was also re-titled to become *Advanced Reading and Writing II*. This module was and still is special to the language

teaching UBITE subjects as a Subject Matter module (fixed, irremovable). The main RE module, however, is categorised under General Culture, which is flexible and alterable as a module category, suggesting that the RE module can be replaced any minute despite having been mainstreamed.

The following table is a summary of the historical 'evolution' of these two modules in terms of content and aims.

Table 14: Summary of the Development of the Explicitly Intended RE Modules in the National University-Based, Initial ELTE Curriculum

Module Title and Version	**Place and Credit in Curriculum**	**Key Aims from Module Description**
Advanced Writing Skills **(AWS)** Post 1997 TE Reform	Year 2/Term 2 3 Credits	*Skills for research and thesis writing*
Advanced Reading and Writing II **(ARaW II)** Post 2006 TE Reform	Year 1/Term 2 3 Credits	*Basic research skills (library/internet search) and basic research report writing skills (citing, paraphrasing and referencing)*
Research Skills **(RS)** Post 1997 TE Reform	Year 3/Term 2 3 Credits	*Scientific research methods and techniques and their application, conducting small-scale research and its evaluation*
Scientific Research Methods **(SRM)** Post 2006 TE Reform	Year 2/Term 2 2 Credits	*Science and scientific concepts, history of science, scientific research methods-methodological viewpoints research organisation-design, data collection, management, analysis and reporting*

Within the national curriculum model of ELTE, an explicit introduction to research was initially arranged (by means of AWS above) for student-teachers towards the end of their second year of studies. The intended module aims of AWS (arguably) appeared as though an implicit connection existed between the module and the third

year *Research Skills* module that would follow later. However, the implications of 'thesis writing' as a module requirement or whether there was an independent, finishing thesis requirement anywhere in the 1997-model programme remained unanswered by document analysis. Between the intended module requirements of AWS and its later version ARaW II, a toning down can be observed from the more ambitious aims of developing research and thesis writing skills to 'basic' library and internet search followed by 'basic' report writing. The underlying reasons of this 'back to basics' move in RE terms have also been left unaccounted for within the official documents.

The major RE module's (initially RS then SRM, above) intended content, on the contrary, was reformed over time from acquiring practical information about researching techniques and their application, into a deeper, intensified pursuit of mastering field epistemology and methodology. As the rationale of this move was not discussed in the official documents, possible reasons could include, as has been interpreted in other contexts, 'illuminating the knowledge base of the particular discipline under discussion' (Badke, 2012: 14) or 'demystification of scientific research for beginners' (Murtonen and Lehtinen, 2005: 219). The intensification of the module content was (and still is), however, contradicted with a reduced (and again, unexplained) number of classroom contact-hours (credits) planned for this module at the national level.

Moving on, concerning the extent of congruence between the national, curriculum, module and key informant level representations of RE in the context, mixed findings emerged. As a reminder, the table below provides a synopsis of the latest national, institutional and observed module level profiles of the two explicitly RE inclusive modules in the Turkish initial ELTE curriculum in the case study context.

Table 15: Overview of the Two Explicitly Intended RE Modules in the Latest National, Institutional and Module Representations of University-Based, Initial ELTE

Module Title	Module Version	Year/Term and Credits	Abbreviation	Key Descriptors of Objectives
Advanced Reading and Writing II	National	Y1/T2 – 3	ARaW II	Basic research skills, internet/library search, basic research reporting skills
Advanced Reading and Writing II	Institutional	Y1/T2 – 3	ARaW II	Basic research skills, internet/library search, basic research reporting skills
Advanced Reading and Writing II	Observed	Y1/T2 – 3	ARaW II	Basic research skills, internet/library search, basic research reporting skills
Scientific Research Methods	National	Y2/T2 – 2	SRM	History of science, scientific concepts and fundamentals, research planning and organisation, methods and methodology, data collection, management, analysis and reporting
Advanced Writing and Research Skills	Institutional	Y3/ T1 – 3	AWaRS	Library research, research paper writing practice and full length research paper writing
Advanced Writing and Research Skills	Observed	Y3/ T1 – 3	AWaRS	Original, small-scale research, data collection, full length research paper, teaching academic writing standards and guidelines

On paper, perfect congruence strikes in terms of the first year ARaW II's profile (i.e. title, place in curriculum, credits, Subject Matter module category, module aims). In all three versions, 'basic research skills' development (exemplified with library and internet search) and 'basic research report writing skills' appeared as a shared mission. However 'basic' the nature, the ELTE programme representative (Dr Acar) conflictingly reported in one of our interviews that teaching research was indeed not quite a priority set for junior student-teachers (4.4.2.1). My observations of ARaW II, which was at the time delivered by Dr Acar herself, corroborated her self-report. No recurring or significant data emerged to indicate pre-planned, methodical research education in ARaW II (3.8). The perfect congruence on paper, therefore, did not hold much value in 'real' RE terms.

On the other hand, a look at the national, institutional and module versions of the main research module (SRM and AWaRS above) reveals significant incongruence between all three regarding objectives. Firstly, we see that the institutional version disregarded entirely the theory-heavy elements of 'concepts' and 'fundamentals' of research established in the national version. Instead, it focused on the relatively more practical and applied components of 'writing' and 'reporting' of the research process. This focus is also highlighted by means of the alternative module title devised in the context which blended 'writing' and 'research skills' rather than emphasizing such terms as 'scientific' and 'methods' used in the national version. Secondly, the institutional version additionally came across as orienting more towards the product of researching, namely the final written report, than the inherent processes of planning, conducting and interpreting underscored by the national version.

When we step down yet another level to reach the module representation of RE, more incongruence – even within the institution (ELT department) – ensues. We see that the institutional AWaRS envisioned a rather 'gentle' research pursuit for the student-teachers by simply requiring what looked like a written review of literature ('research paper writing') based on library sources. At the module level, however, we observe a more ambitious and comprehensive research mission with (added) intended fieldwork and a requirement of 'originality'. This finding was in line with Dr Acar's remark on the power (or lack of it) of 'officialdom' (as she put it), when she commented that the curricular package enacted by HEC somewhat lost its potency if/when tutors/programme implementers wished to take a reasonable, alternative route to organising modules (4.4.2.1). For instance, both at the institutional and module levels, we can see that AWaRS was allotted three credits (three contact-hours per week) rather than the HEC-suggested two for the parallel General Culture modules; whereas it is more common for the fixed and irreplaceable Subject Matter modules to have three credits. It could hence be argued that in the case study context, this major RE module was given more importance and 'space' in reality than on paper. Even so, it appeared in the module level representations of AWaRS that a pedagogical priority was pre-set on the *end* of the research process, namely, the final written report.

As we shall shortly see in Chapter V, this pre-occupation I suggest with the research products over processes was also supported by my classroom observations of the AWaRS module. In conclusion, quoting Vermunt (2005), a noteworthy issue in teaching research is 'the relation between conceptions of research and *actual* approaches to research' (Vermunt, 2005: 334, emphasis added). The following chapter is thus dedicated to address this matter by focussing on the *observed* 'reality' of RE in the case study context.

CHAPTER V

The Observed Reality of Research Education

5.1 Introduction

In the previous chapter, I presented the outcomes of document analysis which suggested that explicit and systematic research education in the case study context was in the form of a single module in the curriculum. This chapter focuses on this third-year module institutionally titled as *Academic Writing and Research Skills* (AWaRS) and draws on the classroom observation data gathered from all of its 14 sessions in the 2013/14 academic year (fall semester from September to January).

I have highlighted earlier in Chapter II that some scholarly consensus persists as to the rarity of empirical research (set against anecdotal accounts) into research education, especially those forms it may take for first-time introduction for beginners (Garner *et al.*, 2009). Likewise in ELT, exceptionally little is known about how pre-service teachers in various contexts are methodically introduced to and prepared for their first-time research venture as part of their TE programme of studies. This chapter on the observed 'reality' of RE hence seeks to address this gap in the light of the following research question.

> **2. How is explicit research education implemented in initial ELTE in the case study context?**

In this chapter, I start with setting the scene regarding the AWaRS module (5.3). I briefly introduce its participants, venues and tutor. Then, I move on to present in detail the module objectives, intended timetable and requirements as was documented in the 'module outline' document distributed to the student-teachers at the beginning of term.

Next, I attempt to recapitulate briefly each AWaRS session observed in relation to the intended syllabus and point out the extent of congruence between the explicitly intended and observed AWaRS content delivered.

Subsequently, I continue by presenting and discussing the approach and organisation of AWaRS for RE under four broad categories that emerged from the observation data (5.4). Where relevant, I concurrently refer to the previous chapter on the formally stated RE 'reality' to explore and deliberate on the extent of congruence between the two 'reality' domains concerning RE.

Before presenting classroom observation findings, I offer below a reminder of the sources, analysis and presentation of the data utilised to construct the present chapter (5.2).

5.2 A Reminder of Data Sources, Analysis and Presentation

Chapter V draws on data from two sources. The first is a set of documents collected before ('module outline' document) and during the semester (module materials such as PowerPoint slides and copies of textbook sections). However, the latter is not represented exhaustively in the chapter as the focus of my observations was more on the *how* of the module's delivery (instructional principles and participants' interactions) than the *what* (content) (see Methodology Chapter, section 3.6.2). Also, however valuable an aim, the case study did not explore the relation between what was taught (input and activities) and what was consequently retained (learning processes and module impact) by the student-teachers (e.g. Reis-Jorge, 1999).

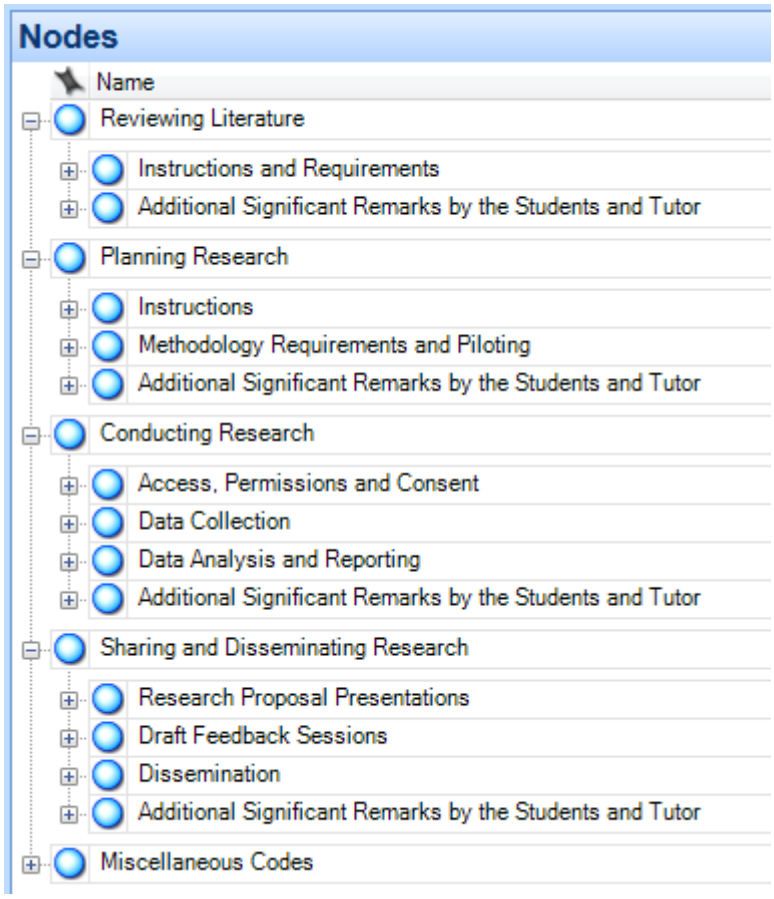
The second and significantly richer data source – given the interest of the chapter – is my classroom observation notes in two interlinked forms, namely, those I rapidly noted down during the sessions and the condensed, tidied up versions of those 'quick

notes' that I wrote up shortly after each observation (Microsoft Word processed). The generation and management processes of this data set are discussed at length in section 3.6.2, Chapter III. Before embarking on the analysis of the post-observation write-ups, I re-visited the quick notes lest I had overlooked any key, raw data. Except for a few unjustly neglected student and tutor remarks, the post-observation notes appeared appropriately and satisfactorily inclusive and representative of raw data. Therefore, I decided to construct Chapter V drawing exclusively on the data set of post-observation write-ups.

An inductive, qualitative content analysis was undertaken for the post-observation write-ups. I resorted to the QSR-NVivo 10 software package to manage and scrutinise the large body of qualitative data generated (14 Microsoft Word documents of over 30.000 words in total). Section 3.7.4 in Chapter III discusses the analysis process in greater detail. The session-by-session categorisation exemplified in section 3.7.4 is the data source utilised to assemble section 5.3.3 later which attempts to summarise concisely and descriptively the observed and re-articulated events of each AWaRS session.

The figure below is the QSR-NVivo screenshot demonstrating the broad categories I created inductively (founded on the abovementioned session-by-session analysis) while thematically grouping the phases of AWaRS together (from choosing a research topic to submitting the final research report) for the sake of clarity and cohesion. Section 3.7.4 in Chapter III discusses this categorisation process in depth.

Figure 16: Condensed NVivo Categories of AWaRS Happenings



Section 5.4 in the present chapter, which discusses the observed AWaRS activities under four overarching categories (excluding 'miscellaneous'), is hence built on the above. It is also important to note here that my post-observation write-ups included several detailed, re-constructed interactions between the module participants which apparently indicated their perceptions/opinions of some research-related issues and experiences (*Additional Significant Remarks* sub-categories above). Even though it is the next chapter that exclusively concerns the 'perceived realities' of RE in the context, I decided to include the observed and re-constructed interactions denoting some perceptions (mainly opinions) in the second half of the present chapter (5.4) in my discussion of the approach and organisation of AWaRS for RE. These reports will hopefully enliven the overall AWaRS picture and provide extra insight into what else

might have been going on at the STs' end during its implementation. Section 5.4, therefore, includes presentation and interpretation of numerous re-constructed verbal exchanges between the students or between them and the tutor both during and in between sessions (break-times).

5.3 The AWaRS Module: Setting the Scene

5.3.1 Module Participants, Venues and Tutor

AWaRS participants consisted of seven people in the 2013/14 academic year's fall semester (September '13 to January '14). In the student-teacher group, there were one male (Alp) and five females (Nil, Seda, Lara, Ayda and Hale), all in their 20s except for Seda in her 30s. A second male student, Batu, who partook in the piloting of the RepGrid interviews (3.6.1), withdrew from the module in week four. Alp, Hale and Lara were taking more than seven modules at the time, including AWaRS, due to their 'irregular' student status (1.2.3). Nil and Seda were taking seven modules while Ayda was finishing off with the last two modules in her studies before graduating in February, 2014. Seda and Nil were the most talkative/prominent students during the observed sessions, followed by Alp and Hale and then Lara and Ayda who was the most reserved. Batu was also on the reticent side of the spectrum.

In total, 14 weekly sessions were held on Monday mornings from 9.40 am until 12.30 pm including two breaks of 15-20 minutes every hour. Longer breaks of up to 45 minutes were also observed. The group met in a designated lecture room in the department equipped with a computer, internet connection and an overhead projector.

As the case study researcher, I socialised with the students during the session-breaks, taking mental notes of what had been discussed among them to put into writing right after the preceding break. On my first day of observation, when I asked the students

whether they would be willing to give consent for me to translate and refer to break-time conversations as data when/if I needed to in the PhD thesis, they got quite amused. Alp especially found it hard to believe that what I asked would count as data in research. When I tried to explain to him and the group that informal dialogues happening outside the classroom can provide rich data in case studies, Alp joked, saying: '*Wow. Case study, eh? Wonders never cease!*' Excerpts from some break-time conversations are indeed included in this chapter as relevant, insightful data that build understanding.

Throughout the term, four sessions were held at a computer laboratory located in the IT Services building for the STs' engagement with the IBM-SPSS statistical analytics software for questionnaire data analysis purposes (5.3.3). A few of the sessions (completely or in part) were taken outdoors upon the students' request in a small piazza at the campus centre with available seating and gazebos when the pleasant autumn weather in Cyprus was irresistibly inviting. A popular patisserie on campus also housed a couple of AWaRS sessions.

The STs were encouraged to form and work in pairs for the major research project. Only Batu decided to work solo whereas others apparently preferred to pair up with their closest friends (Seda-Nil, Lara-Ayda and Hale-Alp).

The module tutor, Dr Sezer, was an experienced teacher educator with a background in Applied Linguistics. Among several other modules, Dr Sezer had had previous experience of delivering AWaRS and other RE modules at the PG-level in the ELT department. It is also important to note here that AWaRS, like many other modules in the curriculum, was not delivered by the same tutor every year. Nor was it required to be led by those tutors who were research-active in the areas of ELT and Applied

Linguistics. Tutors engaged in scholarly studies of English Literature were also known to have delivered AWaRS previously.

Dr Sezer was specialised in the area of Applied Linguistics but was, at the time of the case study, actively engaged in ELTE related research. As the AWaRS tutor, Dr Sezer came across as goal oriented and focussed. She set high expectations for the student-teachers as regards their first, 'real' research experience, standing firm on her requirements regarding the sample size, methods to be utilised, number of references to be used and preparation of the final research report (see 5.3.3 and 5.4.2). She was nevertheless approachable and open to the STs' requests and wishes. The STs were observed to speak their mind in Dr Sezer's presence, without much hesitation, at times of confusion or frustration.

Dr Sezer's research stance gave the impression of being on the lines of positivism as she put great importance on numbers, figures and size in the STs' research projects, making frequent references to such terms as 'sample', 'scientific' and 'statistical meaning'. The extract below, for example, demonstrates her reported sympathy toward experimental research as a devotee of the positivist research tradition.

> *T: Unfortunately, we won't be able to do an experimental study in this module. It is a very challenging design because it demands time and it's unfortunately so rare in social sciences.*
>
> (Session IV, 28.10.2013)

It likewise appeared that Dr Sezer wanted the STs' research work to have statistical meaning by means of a sufficiently large sample size. To this end, she made it clear during the first AWaRS session that she expected a questionnaire study to ideally involve 100 participants but she reduced the number to 60-70 to perhaps render the participant recruitment process more manageable. The STs were thus expected to

devise their research questions and to organise sampling accordingly. Dr Sezer also required follow-up interviews with eight to ten questionnaire respondents. The STs did not object to the methodological requirements (except for Nil and Seda who once subtly demanded a reason, section 5.4.2) but Nil and Seda expressed their concern with being unable to meet the sample standard set by the tutor for questionnaires (session VIII findings). At the end, each ST-pair managed to gather around 25 filled questionnaires and conduct six to eight interviews. Dr Sezer preferred not to discuss her rationale for prescribing the research methodology apart from her remark (below) that her act felt 'unethical'. Earlier during the first session, she also said in passing that time was insufficient to design the research project alternatively.

> *T: You will need to justify* [in the research paper] *why you did questionnaires and interviews. You can't write 'because the teacher asked us to do that'.*
>
> [Laughter]
>
> *T: I know that I unethically directed you to apply these methods but…*
>
> [Silence]
>
> (Session V, 04.11.2013)

Throughout the term, Dr Sezer was rather reticent about sharing her personal conception or experiences of research as an academic and a research-educator in the ELT department. Nor did she appear willing to invest classroom time in getting the STs to collectively share their own research conceptions or experiences (previous or current).

5.3.2 Module Objectives, Timetable and Requirements

In the previous chapter, the analysis of the institutional documents (4.4.2) revealed that AWaRS, the explicitly RE oriented module in the initial ELTE curriculum, was intended for:

> […] *practice in writing a research paper, conducting library research and producing a full-length term paper.*

The module outline document apparently written by Dr Sezer and distributed to the STs upon their enrolment on the module corroborated and extended the priority set in the institutional AWaRS model on writing research, emphasising the product – the end of the research process – and 'standards'.

> […] *to help students conduct a piece of original research according to agreed, conventional and academic* […] *standards.* […] *Emphasis will be placed on the know-how of writing a good research paper* […] *Students will be taught the guidelines* […] *so that their writing conforms to the widely accepted standards.*
>
> (AWaRS module outline, p.1)

The statement of objective continued to mention the module's introductory role in the curriculum regarding research education, assuming mastery of research 'basics' as the priority for incoming student-teachers who, it seems, were considered inexperienced in research.

> […] *to introduce students to the essential basics of conducting original research. Students are expected to engage in data collection and conduct small-scale data analysis which will lead to the production of a full-length research paper.*
>
> (AWaRS module outline, p.1)

The intended AWaRS syllabus (below) correspondingly reflected this core assumption, including stimuli questions/phrases for such discussions as '*What is research*?' (session one), '*How to locate sources?'* (session two), '*essentials*' (session

seven) and '*key concepts*' (session eight). We shall see in section 5.3.3 that the observed syllabus was somewhat different, largely in terms of omitted session-content goals.

Table 16: Intended AWaRS Syllabus and Timetable

Session	Date	Class Activities/Tasks/Topics	Due Work
1	23 Sept	Introduction, module requirements, What is research? Overview of research methods, Possible research areas, topics, gaps.	(none)
2	30 Sept	Qualitative, Quantitative and Mixed Methods research, Formulating research questions, How to locate sources (tutorial)	*Assigned reading from reading list*
3	07 Oct	Developing research questions and hypotheses (discussion), Planning your project, Literature review process (and exercise using reporting verbs), APA practice (reference list compilation)	Bring research questions for discussion *Assigned reading*
14 Oct		*No class (Religious Holiday)*	
4	21 Oct	Presentation/Discussion of research proposals, Sources found, Article analysis, APA practice, Research paper organisation, Paper guideline discussion	Research proposals and presentations
5	28 Oct	Quantitative data collection (Sampling, surveys, experimental studies etc.)	*Assigned reading*
6	04 Nov	Qualitative data collection (Sampling, developing interviews, probing techniques), Mixed methods research, Classroom research, action research	Draft A submission *Assigned reading*
7	11 Nov	Questionnaire and Interview design (Activity, Peer-Review) Qualitative data collection (cont.) (introspective methods, diary studies, observations etc.), Quality criteria for research (originality, validity and reliability), Research ethics, Other essentials (Piloting, research log, data management)	Bring questionnaire and interview scheme *Assigned reading*
8	18 Nov	Quantitative data analysis (key concepts), SPSS tutorial	(none)
9	25 Nov	Qualitative data analysis (content analysis, grounded theory), QLT coding practice (tutorial), Coding exercise	(none)
10	02 Dec	Organising the research paper (drafting, organisation, unity and coherence)and Reporting research results (QNT, QLT and mixed methods)	Draft B submission *Assigned reading*
11	09 Dec	Improving your writing and finding your own voice (Arguments, use of passive voice, avoiding wordiness, selective word/phrase choice)	*Assigned reading*

12	16 Dec	Improving your writing and finding your own voice (cont.)	Draft C submission *Assigned reading*
13	23 Dec	Peer reviewing for draft project papers and Feedback (tying loose ends)	Full draft hard copy for class discussion
14	30 Dec	Individual conferences with the tutor	
15	06 Jan	Individual conferences with the tutor	

(AWaRS module outline, p. 4-6)

Returning to the statement of module objectives presented earlier, a rather ambitious 'original' piece of research (to be covered in session seven but then omitted) was intended for the first-timer student-researchers when they were assumed to be in need of learning the essentials of the complex process of education research (as was stated in the module outline document). However, given that only one module among the 55-plus others in the curriculum is assigned, on paper, the explicit responsibility of RE in the context (Chapter IV), the module tutor's inspiration and ambition for providing the STs with a complete, original research experience was nonetheless interesting. Even so, as the observer, I could not identify any evidence that could illuminate how the students were warmed up to the idea of research (intended for session one but omitted) and how producing original research particularly would benefit them as English teacher candidates. For example, while reviewing the PowerPoint material prepared by the tutor to cover a number of methodological approaches to education research (sessions five to seven), I found that action research and teacher research were included in the material as well. However, in practice, these concepts were never covered in class.

Another key phrase to highlight in the statement of module objectives is, I believe, '*teaching the writing guidelines*'. Unlike the national AWaRS model that targeted building fundamental research knowledge and understanding of epistemology and methodology in student-teachers before immersion in research (4.4.1.1), in the

observed AWaRS, learning-to-research was designed around drafting/producing the final research report (major module project), somewhat downgrading the research engagement process and experiences. For example, presented below is the intended assessment planned for AWaRS as was depicted in the module outline. The keeping and submission of a reflective/learning research journal (last table item below and another omitted content goal for session seven) as part of module assessment was never actualised owing to time constraints and the workload, arguably strengthening the writing and producing foci of the module.

Table 17: Intended AWaRS Requirements and Grading Percentages

1	Research Proposal Report and Presentation	10%
2	Research Paper – Draft A	10%
3	Research Paper – Draft B	10%
4	Research Paper – Draft C	10%
5	Final Research Project Presentation	15%
6	Finalised Research Paper	40 %
7	Reflective (Learning) Research Journal	5%

A research proposal and three research paper drafts were prepared by the STs throughout the term and module assessment was based on these written works along with two oral presentations (proposal and final presentations to peers). Almost all of the STs reported that they were appreciative of being able to work with drafts which allowed for some degree of formative assessment and, in Nil's words particularly, '*a chance for trying again*' after receiving feedback. Ayda and Seda mentioned on

different occasions that their modules normally featured summative assessment (e.g. examinations/quizzes, 'creative' projects such as materials development, oral presentations and descriptive reports of web-based inquiry) that did not necessarily involve ongoing tutor feedback.

For the STs' research paper drafts, supplementary 'feedback sessions' were organised by the tutor, usually on the same day as their submission. These sessions were held soon after the preceding AWaRS session in the morning and included the tutor sitting with one pair at a time, at a meeting place on campus (the patisserie on campus, cafeteria of two campus buildings nearby or the tutor's office) to provide oral and written feedback on the submission for improvement. Other pairs were free to join and audit the feedback being given or entertain themselves otherwise until their turn. They usually preferred the latter alternative, going for a smoke, a cup of coffee or some sunbathing outside. I attended almost all of these feedback sessions with the tutor's consent except for the first one and I missed two thirds of another when I left the group to conduct a RepGrid session with Lara. Otherwise, I audited the feedback sessions and took notes to become part of data.

Returning to the '*teaching the guidelines*' objective of the observed AWaRS, the students were e-mailed a 'guide' for each module requirement in the table above and were encouraged to keep them nearby while writing and to tick-off guide items as they wrote. These guides were also reviewed in class in the form of tutor-fronted stretches of instruction. A more practical, so-called 'checklist approach' was observed to have been adopted in the module philosophy to ensure that the STs produced, quoting the module aim, 'a good research paper'. Despite the intricately developed draft guides (which provided even sentence models for STs to copy), though, tutor feedback including 'loose discussion of findings', 'citing and reference errors', 'unsupported

claims', 'absence of methodological and fieldwork discussion' and so forth were still noted even for the STs' final drafts (Draft C) (session 14 findings).

In support of the above, the STs voiced their concerns regarding the rushed instructions in class and insufficiency of the guidance being provided. The extracts below (from break-time conversations) illustrate strong statements by Nil, Lara and Seda regarding their discontent with instructions and guidance in general.

> *Nil shared her worry about 'the way things are going' and that she is 'not able to understand how to go on and what to do'. She told me: 'You know research well. You've been doing it for years. Now tell me, would you be able to do your project based on only what the tutor has been giving us in this module?'*
>
> (Session VI, break-time, 11.11.2013)

> *Lara told us that their Draft B was graded a 7 and commented: 'It didn't deserve a 7. Our grades are falling and I don't know why. It upsets me, really.* […] *As if she* [tutor] *explains everything, she deducts points'. Nil and Hale nodded while Seda said: 'True, that!'.*
>
> (Session XII, break-time, 23.12.2013)

Despite the frustration, however, all STs fulfilled the AWaRS requirements and passed the module with good and very good grades.

5.3.3 A Timeline of Sessions

The AWaRS sessions commenced one week later than planned (30th instead of 23rd September '13) and were hence one session short of the intended total (14 instead of 15). Generally, class-time instruction in AWaRS was teacher-fronted, focussing on the unidirectional transfer of essential knowledge, general tips, hints and strategies for planning, conducting and reporting empirical research. Less frequent computer-lab sessions involved hands-on IBM-SPSS software tutorials while additional feedback sessions featured tutor-to-pair guidance regarding the submission (research paper drafts) for improvement and the pairs' questions, if any.

Below, I recapitulate each session briefly with a focus on the intended versus observed module syllabus.

***Session One*:** Due to the one-week delay in the module start, session one covered the content planned for the intended first and second sessions (Table 16). Therefore, the tutor quickly talked the STs through the module outline, requirements and deadlines as starters. Even if she attempted exploring the STs' research topic ideas, broad responses such as 'technology and education', 'video games and school success' and even 'hydrotherapy and illnesses' apparently compelled her (*T*: [Sighed] *Okay, we don't have much time so* […]) to prescribe the research methods first (a questionnaire to be borrowed from relevant literature and a follow-up, semi-structured interview) and then advise the STs to choose and specify their topics accordingly. The tutor required 60-70 filled questionnaires and eight-to-ten interviews which threw the STs in an initial state of panic of '*where to find that many people*?' in a department (the most convenient research field) of maximum 50-60 students in total, including themselves. The tutor remained silent and occupied. Next, the tutor focussed on locating sources for the STs' literature reviews and listed possible journal titles on the board. The students were apparently familiar with only one (*ELTJ*). She prescribed 50 items for their reference lists which made the students giggle and throw glances at one another. Based on my pilot RepGrid interviews with Batu and Asli (3.6.1), I assume that this was perhaps too large a number for the STs who reportedly were used to working with maximum five references. No tutorial was actualised to practice literature search (as was intended). The rest of the session involved the tutor's general instruction of strategies for topic selection, participant recruitment and outlining a research proposal based on the sources from the module's reading list. During the second break, the tutor photocopied relevant chapters from two sources and supplied

these as hand-outs. The STs were asked to bring their own books (module reading list items) for the following sessions.

***Session Two*:** Session two involved elements from the intended sessions two and three in the original timetable. The session started with the tutor asking how the STs' literature gathering was taking shape. Batu said he amassed seven sources and others kept silent. The tutor reminded the group to try to collect 100 sources (previously 50, above) for their chosen topics, otherwise, change them. However, she did not explain this necessity any further. The session continued with an uninterrupted stretch of the tutor's lecture on Quantitative, Qualitative and Mixed Methods Research from the PowerPoint presentation she had brought. A brief introduction to the literature review process was also delivered by the tutor but no complementary writing exercise was carried out, deviating from the intended session plan. A reminder was additionally made regarding the methodological requirement of borrowing and adapting a pre-utilised questionnaire from previous literature. One pair (Seda and Nil) announced that they had located a suitable questionnaire from an MA thesis. The last session-hour was reserved for the STs' study of the research proposal guide mass e-mailed by the tutor earlier. The intended discussion of the STs' research questions also fell through the actual session priorities. The STs were informed that their research proposals and presentations were due by session three.

***Session Three*:** Session three took place after the religious holiday which allowed the STs two weeks to ready their research proposals and presentations. The majority of this session was thus dedicated to the STs' PowerPoint presentations. All three pairs and Batu (who initially ventured independent research) distributed hard copies of their proposals to the group. A soft copy had been e-mailed to the tutor for assessment purposes. The first presenter, Batu, received clarification questions only from the

tutor. Seda and Nil who were second to present were also challenged only by the tutor. Alp and Hale, however, faced difficult questions from the tutor, Seda and Nil whereas Ayda and Lara addressed questions directed only by the tutor. During a break, Hale commented that she and Alp prepared both the proposal and the presentation overnight due to their heavy course-workload. The session then continued and ended with the tutor's lecturing on the APA Referencing Style based on the guide she presented. No 'article analysis', as was intended originally, was carried out. After this session, we learnt that Batu had withdrawn from the module owing to heavy workload.

***Session Four*:** Consistent with the intended session (five) plan, for session four, the tutor was expecting to cover relevant chapters from three reading-list sources that discuss quantitative research methodology at some length. However, only one student (Nil) brought any reference book at all and this was the generic research guide by Judith Bell (2005). The tutor then played along and asked other STs to sit close to Nil and her book. They instead preferred taking photos of the needed pages from Nil's book on their smartphones. Very brief introductions were made to quantitative methods such as surveys and experiments and the tutor geared the content to focus on developing questionnaires which was the required quantitative method for the STs' research projects. In the second hour, Hale asked the tutor if the session could be taken outdoors to enjoy the pleasant weather. The tutor agreed and we re-located to the central piazza on campus. There, the session continued and ended with the tutor's lecturing on sampling methods with occasional questions from the STs (e.g. *Alp*: *What is an efficient sample size?*). The group settled on 'convenience sampling' as their participant recruitment method and selected the English preparatory-school on campus as the research field with hundreds of potential participants, unlike the ELT department that housed maximum 50-60 students.

***Session Five*:** Session five was the due date for Draft A submissions. Among the group, Lara was absent on the day. The intended session plan included a stretch of introduction for qualitative data collection (sampling and developing interviews particularly), a discussion of probing unsatisfactory interviewee responses and a covering of Mixed Methods Research, Classroom Research and Action Research. About an hour and twenty minutes of the session, however, deviated completely from the plan which was triggered by the tutor's opening question: '*How is sampling going?*' Seda and Nil announced that they approached the field director to obtain access but were rejected because they were '*doing something big*' (referring to the 'big' sample size of 60-70, ideally 100) and hence the campus executive board needed to be informed of the research plan and intentions. The tutor was surprised to hear this news and reassured the STs that this would not be necessary. She nonetheless agreed to speak with the field director herself and convince her to grant permission for in-class questionnaire distribution. Ayda reported that she and Lara approached an English instructor directly and obtained verbal consent. However, the group concluded that it would be inappropriate if other pairs did the same as the director might hear about it. The session then continued with the tutor's PowerPoint presentation of essential tips and strategies for conducting interviews. Next, she moved on to introduce several qualitative research methods (e.g. Ethnography, Diary Studies, Case Study) for two-to-four minutes for each. Classroom and action research remained uncovered. Nor was the discussion planned for probing actualised. The tutor finished the session by introducing the concepts of methodological, data, theory and investigator triangulation, reminding the STs that they were set to practice methodological triangulation by supporting questionnaire data with semi-structured interviews.

***Session Six*:** Session six was held outdoors at the central campus piazza upon the STs' request. Alp was absent and Ayda arrived an hour late. It was the due date for STs to bring the questionnaires they had identified and borrowed from relevant literature. A 'peer-review' was intended for these data collection instruments wherein pairs filled/piloted each other's questionnaires and exchanged feedback. However, the session developed into only the tutor checking each pair's questionnaire and providing feedback regarding its suitability for the envisioned sample. This was apparently because the tutor did not ask the STs to review others' questionnaires. The tutor found Seda-Nil and Ayda-Lara's instruments suitable but asked for minor changes (e.g. shortening the length, clearer instructions, omitting irrelevant items etc.). Hale, however, was asked to re-submit Alp's and hers as it was found rather too problematic by the tutor, requiring significant editing. During a break, when Seda asked Hale if they '*just took the questionnaire without even looking at it*', she replied: '*Yes, we just took it from some thesis*'. As the group had re-located and had no access to a PC/Projector, the tutor skipped the covering of the intended session content which comprised 'quality criteria for research (originality, validity and reliability), research ethics and other essentials (piloting, data management, research log keeping)'. The tutor also made an update announcement that she would speak to the chancellor in an attempt to obtain field access for the STs. She did not explain any further.

***Session Seven*:** Session seven was the first of four that took place at a computer laboratory located in the IT building on campus. The first tutorial for the IBM-SPSS software was planned for the STs to practice basic statistical analysis (mostly descriptive) of their questionnaire data and learn how to present these visually (i.e. charts, graphs, tables). The session started 30 minutes late as the tutor lost some time figuring out which lab she had been provided a key for. Once worked out, each pair

perched on a computer near the screen/white board and the tutor took the master PC. The tutor skipped the intended introduction to 'key statistical concepts in quantitative data analysis' and asked the STs to open the programme to start entering questionnaire data with her guidance. From then on, the tutor showed each pair how to enter, label, define and take notes of different 'variables' in their questionnaires (e.g. age, gender, language level items, Likert scales and responses to these etc.). Without any familiarity with the software package, it took the STs about an hour to grasp the logic behind 'defining their variables' by assigning them numbers (e.g. 1 for female, 2 for male, 3 for undisclosed) and the tutor needed to repeat the core principle behind this numerous times, explaining that the number of response possibilities for a given item determines the labelling of that item and that the STs must painstakingly note their labels down so that the data entries would 'make sense' later on. Since the STs did not have any filled questionnaires, the session was dedicated to defining and labelling all questionnaire items. Nil and Alp in particular seemed to have found working with SPSS very enjoyable whereas Seda and Lara reported that it took too much time and comprised monotonous/mechanistic labour. Ayda and Hale preferred watching their partners throughout the process and assisting them if/when needed. The session ended with the tutor's advice for the STs to start collecting their data so that in-class analysis could be undertaken in the next session and to e-mail her the latest versions of their questionnaires and interview guides (five-six questions).

***Session Eight*:** A follow-up on the previous SPSS tutorial was planned for session eight. The STs were expected to have brought their complete questionnaire datasets for statistical analysis. Alp and Hale had not started their data collection yet and hence did not have any filled questionnaires with them. Lara similarly was without data and Ayda was absent. Nil and Seda managed to bring six filled questionnaires collected

randomly from six Prep-School students, presumably perfunctorily, to have some data as was required in the previous session. Therefore, for the first session-hour, the tutor showed the STs how descriptive statistical analyses could be performed on SPSS using her own data from a previous study she conducted as a sample. The session then continued with the tutor's PowerPoint lecture on qualitative data analysis, as was intended in the syllabus, followed by her presentation of coded interview transcript extract examples. An analysis tutorial was also planned but did not take place. Only those STs who brought any interview transcripts (Seda and Nil) practiced, for the last 30 minutes, coding their transcripts while the tutor walked around to offer help and advice. Soon after session eight, the access issue was solved and the field director nominated an English instructor for each ST-pair to arrange systematic data collection with.

***Session Nine*:** The first hour of session nine was lost due to a technical problem with the lecture room computer. Alp and Hale were absent while Lara left before the session ended as she had a meeting booked in the research field regarding Lara and Ayda's questionnaire distribution. After the first break and once the IT technician solved the PC's problem, the tutor carried on with her PowerPoint lecture to cover general writing hints and strategies for the STs' research reports. The intended session plan envisioned instructions on such content and concepts as 'unity and coherence' but the tutor preferred transfer of more practical information on paper organisation and the language to be used (e.g. avoiding slot fillers, determining where to use which tense, use of clear headings and sub-headings, spell-checking the manuscripts etc.). More specific instructions were provided as to the content required for the Methodology part of the paper (i.e. including information about participants, the field, research design data collection procedures and justification of 'chosen' methods and analysis).

***Session Ten*:** Session ten was the due date for Draft B submissions. Lara was absent on the day. During the opening-up chats, the STs informed the tutor that all pairs were nearing completion of their data collection. The tutor then decided to hold a final computer-lab session the following week for the STs to enter and analyse their questionnaire data. The session then continued with a look at the relevant pages of Bell's (2005) book. For about ten minutes, the tutor highlighted some tips and strategies for presenting and interpreting numerical data in the form of figures and tables. She finished off the overview by referring the STs to the checklist in the book and encouraging them to keep this at hand while reporting their numerical data so they could 'tick off' items from the checklist. For the next 1.5 hours, including a rather long 45-minute break (as the tutor had to leave to attend to something that required her attention), the group had a look at two journal article manuscripts brought by the tutor. These were two research studies that Dr Sezer had conducted and written with three other colleagues. The aim of the presentation was to show the STs, with examples, how numeric data can be presented in a research report. Therefore, the tutor focussed on the findings section of the paper, especially the tables presented. The STs looked very interested in the information presented and asked the tutor if she could show them later how to create 'her' tables. Although the intended session plan included other writing-related concepts like 'voice, developing arguments and avoiding leaps of faith', these remained uncovered in session ten.

***Session Eleven*:** As was planned the previous week, session eleven was a SPSS revision session rather than the intended version that scheduled 'improving writing and finding own voice'. Once everyone was seated, the tutor asked the students to review their questionnaire data and brainstorm what tables might be suitable to represent their data. Without hesitation, all pairs repeated their wish for being able to

create ‘the tutor’s tables’ which the tutor presented last session. The tutor accepted their request and firstly showed how basic descriptive statistical analyses for individual questionnaire items could be performed and visualised via SPSS. The second table (titled as ‘the big table’ by the STs) was a manually created one that featured word-processed manipulation of SPSS analysis outcomes. The tutor provided instructions for this as well. Until the end of the sessions, the STs worked on creating these tables for their own data. Nil and Alp particularly seemed to quite enjoy the process and praised themselves enthusiastically in class for having produced ‘so many visuals in such a short time’. Seda and Lara voiced rather negative opinions of boredom and repetition while Ayda and Hale did not comment. At the end of the session, the STs saved their work on USB sticks to be inserted later in their research papers.

***Session Twelve*:** Session twelve was the final computer-lab session for the STs to examine their tables and identify any ‘stand-out’ data. It started rather late as only Nil and Hale showed up for class initially. Seda and Lara arrived 1.5 hours later. Seda had to go to a garage to consign her car as she had had a minor traffic accident in the morning. The intended plan for peer-review of the latest research paper drafts was not actualised in session twelve. Instead, during the first hour, the tutor focussed on helping the STs to identify any ‘stand-out’ statistical data in their tables worth highlighting and noting down for future interpretation. To offer as an example, the tutor brought what she rated as a ‘superb’ student-researcher paper from previous AWaRS files and presented relevant sections from it to show how tabular information can be interpreted in writing. After the break, Lara and Hale approached the tutor to ask for additional feedback on their latest submission (Draft B) as they were concerned with their ‘falling grades’. The tutor accepted the request, opened their drafts on the

master PC and reviewed them, giving additional feedback on why and where points would be deducted. The session then continued and ended with the tutor's quick overview and teaching of Draft C guidelines. Once finished, she asked: '*Is everything clear?*' The response was silence. Seda and Nil then shared that they were not feeling confident in coding interviews and writing up the discussion part respectively which was not yet covered in class. The tutor said she would address their concerns in the following session but for Seda, she repeated in a sentence the essential how-tos of coding and theming of interview data.

***Session Thirteen*:** Attendance was full on the day of session thirteen perhaps because it was the first of the two solely feedback based session of AWaRS, as was intended. The STs brought their Draft Cs on the day for the tutor to review and provide the first round of oral and written feedback. Ayda and Lara, however, could not because, due to a crash in Ayda's PC, they had lost the majority of their work. The tutor arrived an hour late and announced immediately that she had to leave in another hour. The STs asked if going to the patisserie on campus would suit the tutor instead of staying in the lecture room. The tutor agreed and the group re-located. At the patisserie, the tutor first sat with Seda and Nil and provided them with feedback for about 20 minutes. Next, she reviewed Hale and Alp's draft for another 30 minutes. Ayda and Lara promised to bring a hard copy of their work to the next feedback session. In the final ten minutes, the tutor asked the group to gather around Seda's laptop so that she could show them a guide that instructed abstract writing. The tutor promised to mass e-mail this guide shortly after the session.

***Session Fourtee*n:** Session fourteen marked the end of the AWaRS sessions. It was the second and final purely feedback oriented sessions of the module. After a half-hour delay, the tutor arrived and informed the STs that the group could re-locate to the

campus patisserie again, if they wished so. At the patisserie, each pair received around 40 minutes of oral and written feedback from the tutor based on the edited versions of their Draft Cs. The tutor first reviewed Seda and Nil's edited Draft C. She commented that overall the submission was 'quite good'. Next in line were Alp and Hale. The tutor noted some unsupported or misrepresented claims in their work. Her final evaluative remark was 'not too problematic'. Lara and Ayda's Draft C was incomplete, receiving incomplete feedback in turn. When Lara asked the tutor of her overall impression, she said: '*I cannot say. There's much to be done*'. All pairs were advised to pay attention to the missing information in their research papers such as research design/procedures and methodological justification that the tutor highlighted during her reviews. She also reminded them of the final oral presentation (examination) requirements on the 14th of January, 2014 and the final submission of the research paper in the week that would follow it.

5.4 The AWaRS Activities: An Interpretative Look at the QSR-NVivo Categories

In this section, I will take a closer look at the implementation of AWaRS, namely its pedagogical and organisational principles in approaching research education for (supposedly) first-timer student-teacher researchers. I have mentioned earlier that a group of four broad, anticipated categories emerged from my thematic coding of observational data that encapsulate the happenings of AWaRS (5.2). These were namely, *Reviewing Literature*, *Planning Research*, *Conducting Research* and *Sharing and Disseminating Research.* The discussion of these categories in the present section is also blended with a presentation and interpretation of several insightful verbal interactions among the module members which related distinctively to one or more of the categorised AWaRS undertakings. Throughout the section, I will also be bringing

in, where applicable, insights from Chapter IV to compare findings with the formally stated perspectives for 'desirable' implementation of research within the pre-service education of teachers in the context. Brief discussions of congruence or contrast will hence be featured in this section as well.

5.4.1 Reviewing Literature

AWaRS was organised around its major module requirement, namely, ST-pairs conducting a piece of ELT-related research and writing a research paper based on it. As part of this, a review of relevant literature was needed. However, any details of the process the STs underwent while dealing with ELT literature for research purposes remained unseen to the observing eye as something that occurred and stayed outside the AWaRS sessions. Some of the challenges and frustrations the STs experienced instead surfaced during the RepGrid interviews (next chapter) such as a perceived helplessness to locate sources and evaluate their relevance and credibility.

Nevertheless, there emerged some visible aspects of the literature review 'mode' in AWaRS. For instance, at the tutor's end, I observed that an in-class emphasis was placed on dictating the length of the research papers' final reference lists. Dr Sezer made it clear in session one that she expected to see a list of 50 items (later increased to 100, then reduced to 50 again) in the final research papers. She perhaps aimed at clarifying at the outset the reading the STs were to undertake so that they could start organising their overall academic workload accordingly. The STs' initial reaction to this announcement was to laugh it off rather nervously. This was later illuminated in part by the STs' self-reports, both off-the-record during the breaks and during the RepGrid interviews, explaining that a collection of around five sources had always been sufficient as a reference list for the previous 'research' inclusive tasks (mainly

short, descriptive reports) assigned in other modules. The extent to which the STs had the knowledge and experience of locating, sieving, sorting and reading this many reference items remained unexplored in AWaRS. Tutor instructions in this respect were limited to a listing on the white board of eight 'useful' and 'scientific/peer-reviewed' journals (session one) as well as Google Scholar and the Campus Library (session two) that the STs could resort to in their own time to gather and engage with literature. They were encouraged to perform advanced keyword searches on the online platforms to optimise the outcomes and categorise their sources but no class-time was reserved for any related, hands-on practice. This is, however, not to say that the tutor did not consider engagement with literature important. On the contrary, her remark below gives us some idea of how Dr Sezer conceptualised engagement with research.

> *The T continued to explain that the literature review is like 'gossiping', telling about what other people are/have been doing and the aim is to 'show the audience that you did your field search well and became an expert who knows well what has been done in the area'.*
>
> (Session II, 07.10.2013)

As can be seen, developing a sense of expertise and an understanding of audience was envisioned by Dr Sezer for the STs. Along similar lines, the statement of module objectives anticipated, rather ambitiously, the STs' production of original research (5.3.2) which arguably presumes some degree of expertise in terms of command over the subject under scrutiny (knowledge of previous literature). At odds with these claims, though, the STs were directed to adapt and somehow replicate a previously conducted piece of research in the ELT field – that utilised the questionnaire method specifically – for time efficiency. They were asked to first identify a suitable questionnaire and only then devise their research questions or hypotheses rather than developing these more 'organically' in the light of a critical review of previous

literature. Section 5.4.2 discusses this prescription of research methodology under the *Planning Research* category.

Returning to the reference list requirement, although the module adopted an introductory role in research education (5.3.2), no in-class instruction or practice was observed to be provided to address the processes of searching and reviewing literature (except for a brief, tutor-fronted review of the APA Style referencing guide in session three). Nil, for example, articulated during session two that she was finding gathering sources problematic when she turned to me during class and said: *'This is so difficult. We just can't find anything!'* She then questioned my personal dedication to research that she observed or assumed (probably based on the information that I had shared with the group regarding my MLitt and PhD degree studies), concluding: *'How can you like research? I don't!'* Seda and Ayda voiced similar views during their RepGrid interviews (Chapter VI). The tutor, however, appeared to assume that the STs were sufficiently knowledgeable and experienced in accessing relevant sources. In session two, while the STs' research proposal presentations were being delivered, Batu informed the tutor that he managed to gather and review seven sources within the time frame allowed (about two weeks). Dr Sezer responded: *'You may want to not continue with that topic then. 100 is the good number'* (Session II, 07.10.2013) which led me to believe that it was the available literature on the selected topic that the tutor automatically deemed limited rather than Batu's overall literature search and management skills. Batu was one of the STs who partook in the piloting of the RepGrids (3.6.1) and during the interview, he mentioned that to date he had never needed to work with more than five or six sources per assignment.

The 'good' (but slightly ambitious) number 100, however, could not be reached despite the tutor's encouragement. Seda and Nil's research paper, for instance, which

was the highest graded of all three submitted, resorted to 38 sources in total (as Nil reported). The break-time observation note below illustrates Nil's concern regarding the 'good' but unachieved reference list length which seems to have haunted her until at least session ten.

> *Seda commented: 'There's nothing to do Nil – no time's left to find and read further research'. Nil nonetheless insisted that they went and consulted the tutor about it* [38 items] *one last time, to be safe.*
>
> (Session XI, break-time, 13.12.2013)

Moving on, the only observational instance wherein I had the opportunity to hear about how the STs conceptualised academic literature as representative of knowledge and its 'producers' and how they were experiencing, in Hale's words, the 'demanding' process of reviewing literature is presented through the extract below.

> *Seda: Two modules – the literature one and this research one. They are competing in terms of the reading we have to do.*
>
> *Hale: Mm-hmm. They're both very demanding.*
>
> *Alp: The literature review for example – those people have published their work and we are still saying that there's something wrong in them!*
>
> *Seda: You know what? After all this effort I'm putting into this, I'm definitely going to get it published somewhere.*
>
> [Laughter]
>
> (Session IV, break-time, 28.10.2013)

Alp's remark above leads us to believe that he regarded published knowledge as absolute and indisputable. It seems that for Alp, any critique of such work was unfair or unacceptable and that engaging in a review of literature as part of the research process was with the mere aim of identifying faults. Seda, on the contrary, did not separate herself from published researchers like Alp did ('*those people'* versus *'we'*), expressing her belief that her (and Nil's) research was worthy of publication because of the hard work she felt they were investing in it. As we shall see in the next chapter, it is difficult to claim that the STs have developed the sense of knowledge expertise

that Dr Sezer envisioned. Alp's comment above offers but one example of the STs' admiration for other, seasoned researchers. None of the four STs who participated in the RepGrid interviews appeared willing to self-identify as knowledge-producing researchers.

In AWaRS, academic literature was additionally represented in the form of a module reading list of 15 book items that featured research methodology and design titles in Applied Linguistics, Second Language (Classroom), Education and Social research as well as generic research handbooks. Only one of these resources was specified for ELT. The intended AWaRS timetable (5.3.2) similarly reflected an 'assigned reading' laced syllabus plan that featured eight of the 15 references. In reality, however, the generic research guide by Judith Bell (2005) was occasionally referred to as the coursebook in class and it was the only book from the reference list that the STs seemed to have obtained a (photo-)copy of. Whether the assigned readings were read or not was not observed to be explored by the tutor. In one instance, Seda checked with the tutor if it was 'okay' to have referred only to a couple of reading list items to justify their research methodology in writing because they did not want to do any extra reading to that required for the literature review. The tutor accepted the request on the condition that three or four of the sources were cited instead of a couple (session ten). In another instance, while the tutor was preparing her PowerPoint lecture, she noticed that the STs '*hardly had any books in front of them*' to which Nil impulsively reacted by saying: '*We don't use them anyway!'* Ayda then acted quickly to hedge her friend's rather too honest statement by concluding: '*We haven't used them in a while, so…*' (Session IX, 02.12.2013). I, therefore, built the impression as the observer that the assigned readings in AWaRS were possibly not being read.

Another potential literature-related activity to involve in-class engagement *with* literature (Borg, 2010), namely 'article analysis' (session four), was never actualised.

5.4.2 Planning Research

In AWaRS, a pre-fieldwork phase of about seven weeks (first seven sessions) occurred during which the STs were occupied with preparing for and planning their research. The first three AWaRS sessions concentrated on the preparation and presentation of research proposals in the light of a guide pre-distributed by the tutor. To put the proposal together, the STs were expected (on paper and rather ambitiously) to independently identify a suitable research topic, conduct an initial literature review, identify a gap in knowledge, devise their research questions/hypotheses, determine the methodology, list anticipated results, write up their proposals (with bibliography) in this light and deliver an oral presentation to their peers in the course of only three weeks. However, as was explained earlier, the STs were steered by the tutor to plan their research project in a certain manner and order, placing methodological decision-making before exploring possible research topics through engaging with relevant literature.

5.4.2.1 Research Topic

As we shall see in the upcoming chapter, the majority of the AWaRS students (Nil, Seda, Ayda and Lara) reported during the RepGrid interviews that they had extremely limited previous experience of planning empirical research independently and from scratch. In AWaRS also, a few incidents were noted wherein the STs' inexperience in planning research generally were manifested. For example, the interaction presented below (from session one) was noted while the tutor was exploring the STs' possible research topic ideas.

T: What topic will you be working on Seda?

Seda [with nursing background]: *Hydrotherapy maybe?*

T: What will your research be about, though? I mean, what data will you collect? From who?

Seda: From who?

[Momentary silence]

Seda: Journals.

T: That's theoretical.

[…]

T: Nil, how many people do you plan to interview?

Nil: Four?

T: Too few.

Nil: Six?

T: Again, too few.

[…]

(Session I, 30.10.2013)

Other STs also expressed their research topic ideas vaguely like Seda above, without any feasible focus (e.g. 'education and technology' by Batu).

Similarly, the following conversation concerns a point raised by the tutor while conceptualising research questions as part of instruction in session four. She had had previously explained to the group that research questions generally address a problem and hence wished to hear what problems the STs' research questions aimed at addressing. However, the tutor's probe was misconstrued by Nil (below) as a problematic/defective research question – an articulated reaction in turn misinterpreted by the tutor as a research question that does not address a problem.

T: What is the problem in your research questions?

[Silence]

T: Nil and Seda?

Nil: We don't have a problem in our research question. It's fine, I think.

T: No problem in it? Well, that's a problem, isn't it?

[Silence]

T: Do you have a hypothesis then? What would be the most popular material [the pair's research focus]*?*

Seda: Visuals, we think.

[…]

(Session IV, 28.10.2013)

As the subject was changed soon after, it remained unclear whether the tutor actually heard Nil's second remark ('*it's fine*') which signalled her misunderstanding. However, it appears from her response that Dr Sezer thought that Nil and Seda's research question did not address any problem. It could also be possible that Nil was not paying attention when the tutor directed her question to class. This, however, seems unlikely as Nil made her remark after the brief silence that preceded the tutor's nomination of the pair to answer.

5.4.2.2 Methodology

To be time-efficient, the STs were told in session one that they were to collect data by means of a questionnaire (to be located and adapted from previous literature) and complement the numerical questionnaire data with semi-structured interviews (self-devised). Therefore, they did not follow the logical route in conducting 'original' research (as stated in module objectives) of selecting a topic of interest, reading widely around it and attempting to identify a gap in knowledge which in turn would inform methodological decision-making. Instead, the STs reviewed ELT literature, possibly randomly/unsystematically, with the mere aim of finding a relevant questionnaire utilised previously. This assumption could somewhat be substantiated by Hale's aforementioned remark from session six that she and Alp hastily '*took a questionnaire from some MA thesis*' which eventually required major corrections and re-submission. In fact, concerning the time available versus the required work, during one of the breaks of the same session, Lara approached me saying: *'I need you to put in your*

notes what I'm about to tell you'. Pointing to her hair, she concluded, giggling: '*Write this please: "The girls* [Lara and Ayda] *do not even have time to take a shower because of the workload"'.*

The STs were also required to triangulate their questionnaire data with self-devised, semi-structured interviews to comprise five or six open-ended questions and be conducted with questionnaire respondents for follow-up purposes. Although the STs did not object to the prescribed methods for data collection, Seda subtly demanded a 'reason' from the tutor as to why follow-up interviews with questionnaire respondents (English Preparatory School Students) were zealously needed.

> *Seda: But in the MA thesis we found, for example, they did not interview the students – just the instructors.*
>
> *T: So?*
>
> [Silence]
>
> *T: They were not using triangulation then – no aim of supporting data. They probably only aimed to do comparisons between questionnaire and interview results.*

(Session III, 21.10.2013)

However, Seda appeared unable to explain to the tutor why she thought that her observation of alternative methodological preferences had any significance. As the extract shows, nor was Seda given an opportunity to reflect on the implications of her observation at that moment.

5.4.2.3 Research Field and Participants

Like the prescription of data collection instruments, the tutor made it clear in session one that she expected a sample size of (initially) 100 for the questionnaires (then reduced by half) and eight-to-ten for the interviews. The STs brainstormed as a whole class and concluded that their sampling method would best be based on convenience,

recruiting participants from the English Preparatory School (offering the equivalent of UK's pre-sessional English language studies) on campus which housed hundreds of university students. Although one pair in particular (Seda and Nil) had initial motivations for conducting a piece of classroom research at a local secondary or high-school, they gradually lost their passion in the face of time restrictions versus module requirements. Only Nil among the group was observed to confront the tutor gently (below) in search of an explanation for such a 'large' sample in their research when she came across credited theses reporting that fewer participants were recruited. In response, the tutor swiftly concluded that Nil's reading must have featured a different kind of research study than their own, or the source she utilised was simply not reliable.

> *Nil: But teacher, we have seen theses done with even smaller samples.*
>
> *T: Those will be case studies, though.*
>
> *Nil: No no – normal studies, with 30-40 people.*
>
> *T: Then they must be published online. We don't accept online publication as scientific publication.*
>
> (Session V, 04.11.2013)

5.4.2.4 Piloting

Session six in particular was intended to include a 'peer-review' of the borrowed questionnaires (and self-developed interview guides) whereby the STs piloted each other's questionnaires and offered comments/feedback; however, the session developed into only the tutor checking and commenting on the suitability of the questionnaires, one pair at a time. The semi-structured interview guides developed by the STs were never reviewed or piloted in class but were checked by the tutor via e-mail. As the concerned session was not explicitly framed as 'piloting', when the group was reminded later in class to write about it in the research reports, Nil asked: '*Pilot*

study? What's that?' to learn that it was 'what they did' when the pairs brought their questionnaires to class. A few other reminders were made by the tutor during the draft-feedback sessions to ensure that the STs wrote about their piloting. She said that they should also write about the e-mail exchanges between the tutor and STs that concerned the interview guides.

5.4.3 Conducting Research

In AWaRS, from session four onwards, emphasis in class was placed on the practical aspects of engaging in research such as obtaining access to the field (English Prep-school on campus), collecting and managing data (i.e. administrating questionnaires, recruiting interviewees, conducting and transcribing interviews), analysing and reporting data (working with the SPSS software), and drafting the final research paper (covering draft 'guides' in class). The STs' fieldwork itself commenced at around session eight.

As was mentioned earlier, the data collection methods were pre-determined by the tutor for time efficiency (pre-utilised questionnaires to be followed-up by semi-structured interviews). Also, as the tutor required 100 filled questionnaires from the STs, the English preparatory school on campus was selected (by session three) as the context of the STs' research. All three ST-pairs defined their research topics according to the questionnaires borrowed but additionally considered their relevance to the prep-school students undertaking (an equivalent of) pre-sessional and in-sessional English language courses.

5.4.3.1 Field Access and Data Collection

The first attempt to obtain access into the field was made by Nil-Seda, and Ayda-Lara who all came across as highly organised, self-directed students. Prior to session five,

these pairs approached the head of the prep-school and one instructor respectively to seek advice and request permission for administrating their questionnaires in the upcoming days. The initial response to Seda and Nil (below) was a slightly bitter rejection whereas Ayda and Lara managed to obtain verbal consent from an individual instructor who they knew personally. Seda and Nil were told that '*they were doing something big*' (reference to potential sample size) and hence the campus executive board needed to be informed and arrange a necessary, formal interview with Seda and Nil to discuss research intentions. They were also asked strictly not to interrupt any session to administer questionnaires as this would '*not be voluntary participation*' for the prep-school students.

> *T: How is it going with the participants?*
> *Seda: We couldn't get permission.*
> […]
> *T: Did you mention your consent forms?*
> *Seda: She* [director] *said consent and permission are different.*
> *Nil: Yes – when we said 'the teachers can perhaps ask the students to take the survey at the end of the lesson'.*
> *Seda: Otherwise, they will not take us seriously!*
> [Silence]
> *T: Alp? Hale?*
> *Alp: We haven't even gone there yet.*
> [Laughter]
> *T: Ayda?*
> *Ayda: We went to a teacher directly and she said okay.*
> […]
> *T: I'll try speaking with her* [director].
>
> (Session IV, 04.11.2013)

What we see above can perhaps be interpreted as the two pairs' coping strategy for attaining the assigned 'big sample size' (initially 100, then 50-60). Seda, having worked in a military environment for almost a decade, ventured (with Nil) an uninvited

visit to presumably the most influential individual in the field who had the power to help the pair to reach (and perhaps convince) 100 students to take the questionnaire (*Seda:* […] *take us seriously!*). We will see in the next chapter that Seda had in fact utilised a similar strategy to get her career-change appeal approved by the Turkish Armed Forces before her enrolment on the ELTE programme which was also rejected at the first attempt. However, Ayda and Lara possibly resigned themselves to the probability of not being able to reach 50+ students anyhow and thereby sought to guarantee a participant-group instead, whatever the size, through an instructor whom they already had some closeness to.

Moreover, the extract below from session six (after the tutor would have talked to the field director) indicates that even the tutor herself reportedly needed to resort to a top-down influence (like Seda and Nil) eventually to convince the prep-school director for approving the STs' fieldwork.

> *The T announced that she would speak to the chancellor today to get the necessary permissions.*
>
> (Session VI, 11.11.2013)

About a week later (session seven), it was announced that the director came around and authorised the fieldwork on the condition that she nominated an instructor herself for each pair to collaborate with. Her selection criteria were not disclosed to the STs. Therefore, by session eight, the STs had visited their nominated instructors to administer their questionnaires in class and by session ten, they had finalised their interviews with volunteer English students who filled the questionnaire and provided contact information for follow-up. Seda and Nil, however, faced an added delay in their data collection when they visited with the nominated instructor (after session eight) in a hope to finally distribute the questionnaires only to realise that she was not

informed either of their request or their visit on the day. The instructor hence rejected them. This was sufficient an incident to drive Seda to the edge of a tantrum, who, on her way back from the failed meeting, fiercely threw the questionnaires on the table where the tutor was giving Lara draft-feedback, exclaiming '*I will report this!*'. After a stretch of pep-talk by the tutor, she was persuaded to contain her temper and retry.

The extract below demonstrates Seda and Nil's powerful statements about having 'survived' gaining research clearance 'from above' as a novel and somewhat unanticipated research-related experience.

> *Seda said: 'What a torture! People can't spare 5-10 minutes of their time without asking someone first for permission'. T replied: 'Well, that's how it's done. You feel like that because it's your first time doing all this'. Nil concluded: 'I have given up! At least for a year, I won't do anything like this. I want to work now'.*
>
> (Session IX, 02.12.2013)

During session four, for example, when issues of sampling methods and consent were being covered, Alp also mentioned that he found it hard to understand '*why people would not allow data collection*' and '*what harm it can possibly do*'. Dr Sezer's response to Alp was like the above, that access rejection was not only common in social research settings but also something that can be expected.

Despite all efforts, however, none of the research pairs succeeded in collecting 60 filled questionnaires as all of the designated English classrooms consisted of maximum 25-30 students. The pairs did however manage to interview around eight individuals as was required.

5.4.3.2 Impressions of Collected Data

A recurrent issue voiced by four STs between sessions nine and thirteen was concerned with the 'lack of reliability' they observed in their questionnaire data after conducting

interviews with questionnaire respondents. Perhaps owing to the little class time spent on exploring methodological understanding and to the inexperience of the STs in research generally, the STs could not come to terms with the limitations of different data collection methods. Nil was the first to make a comment regarding the experience of utilising semi-structured interviews with Seda and the (implied) matter of probing, saying that '*at times we felt like we were not collecting good data. The students simply reply "no" sometimes and we can't force them to explain further'* (Session IX, 02.12.2013). In the next few sessions, the STs' 'reliability' comments mainly included the incongruence they felt existed between questionnaire responses and interview outcomes for which they did not seem able (below) to find the appropriate, scholarly language to express.

> *Seda: I think that our data does not give reliable information, teacher. Students are confused because when asked to rate their speaking skills, for example, they ticked 'sufficient' but later when asked about their weakest skill they said 'speaking'! They are not aware of their abilities.*
>
> *T: Well, this is a finding too.*
>
> *Seda: Is it? Where do we write about it?*
>
> (Session X, 09.12.2013)

Nil later echoed Seda in a more direct manner, going so far as to reproach the questionnaire respondents for dishonesty.

> *Nil: Teacher, our data is not reliable!*
>
> *T: But – you can't write it like that.*
>
> *Nil: We won't but...*
>
> *Nil: We think that the students lied to us.*
>
> *Seda: Teacher, really, they either lied or they are seriously not aware of their language proficiency.*
>
> [T silent – busy on the computer]
>
> (Session XIII, 30.12.2013)

However, in both of the above extracts, Seda's and the tutor's preoccupation with *writing* ('*Where to write?*', '*You cannot write that*') somehow seems to have let the chance slip by for the tutor to explore with the whole group, based on their lived experiences, advantages and disadvantages of selecting certain research methods.

In session thirteen, it was Hale who concluded that the questionnaire respondents '*ticked "agree" for everything without reading*' to which the tutor responded by briefly reminding the group of study limitations and asked them to express their observations as such in their research reports as well. However, in session fourteen, when the tutor was reviewing Alp and Hale's final draft, she noted that they went ahead and framed their observation as deceit by participants (below). Alp especially strived to make the tutor believe in this 'fact'.

> *T: This is your opinion – Argh… What have I told you before?*
>
> *Hale: That is our theory.*
>
> *T: No, no.*
>
> *T: Okay, if you really want to say that, I'll name a study from 1998. He found something like what you are saying here so at least include that to support this. But soften the statement nonetheless.*
>
> *Alp: But teacher, it is so obvious! All students ticked 'very good' to rate their fluency but when they speak, they can't put a sentence together! They clearly lied.*
>
> *T: No, you can't, you cannot. You can only mention that while writing about the reliability of your data, about using the questionnaire method. Even then, all you can say is 'we felt like that'.*
>
> (Session XIV, 06.01.2014)

5.4.3.3 Research Mindedness

Another noteworthy finding that emerged towards the end of AWaRS related to Seda and Hale's self-reported perceptions (during a break in session ten) of research as a relevant (or not) activity in their future careers as teachers. It was mentioned earlier that the organisation of AWaRS excluded any discussion of this matter as no attempt

was observed to have been made to establish research-mindedness and/or -activeness as relevant to an English teacher's practice. The extract below originates from the AWaRS phase of data analysis when class-time was being spent on the STs' practice and use of the SPSS software to manage and analyse their questionnaire data. A break-time conversation from session ten sheds some light on Hale and Seda's perception of research as an irrelevant professional activity.

> *Seda: Girls, I really think that this* [SPSS] *is one of the most useful things I've learned during these 3 years of studying.*
>
> *Hale: But why? You won't even be doing any research after you graduate.*
>
> *Seda: Still! Even if I don't, I can use it for different things like calculating the percentage of something at work* [military hospital] *or frequencies.*
>
> (Session X, break-time, 09.12.2013)

Like Seda, Nil and Alp also displayed a positive attitude towards being introduced to the software (in session seven) but they did not make an explicit reference to how they would possibly use it in future. Nil, on the contrary, mentioned several times both in class and during the breaks that she 'gave up on research'. In session nine, she remarked: '*How torturous this "research" is! I'll do the belly dance when this module is over*' (a Turkish expression for 'jump for joy' or 'do a victory dance').

5.4.4 Sharing and Dissemination

In AWaRS, the prominent setting in which the student-teachers had the opportunity to share their work (written products, mostly) was the after-class feedback sessions with the tutor. A subsidiary in-class opportunity to present the research work orally to the AWaRS group was provided firstly in the form of the research proposal presentations and secondly, as the final presentation required as part of final examination. I have mentioned elsewhere that almost no class-time was invested into facilitating discussions on the various aspects of the research process, as was experienced by the

STs. We have seen in a number of the foregoing extracts that the STs indeed made attempts to share some of their puzzles and questions with the tutor (e.g. about the reliability of questionnaire data, justification of prescribed methods and sample size and rationalisation of access problems) but these were either dismissed, ignored or treated hurriedly by the tutor. The intended keeping and submission of a learning/reflective journal as part of module assessment was never mentioned in the observed AWaRS.

5.4.4.1 Dissemination as Part of Module Assessment

In all three dissemination settings mentioned above, the actual objective seemed to have been pivoted towards evaluation and assessment with an eye on improving the STs' research products (research proposal, research paper drafts, data collection instruments and final paper) so that they became 'good/better'. For instance, the STs' research proposal presentations, which were intended (on paper) to feature discussion and exchange of ideas and questions between students, were observed to develop into tutor's assistance to help the presenters to clarify their research foci and purposes, and soften their claims.

The observed emphasis on standards and quality was in keeping with the formally stated module objective which envisioned a piece of original research for the student-researchers, setting an overall high standard for the research products in particular. As suggested by observational data (and RepGrid findings later reported in Chapter VI), it seemed that the student-teachers also took seriously, in their terms, the 'real' research endeavour that they were undertaking. However, the STs' research papers (including the drafts and appendices), puzzlingly, remained reserved for the tutor's eyes only in the end, the only dissemination of which was in the form of a final oral presentation of highlights for examination purposes. In fact, although a 'peer-review'

was planned for session 13 to provide the STs with an opportunity to read one another's research papers and offer any reactions and feedback before their final presentation and submission, this was never enacted.

5.4.4.2 Wider Dissemination of the Student-Teachers' Research

It was discussed earlier that the tutor's initial demand for at least 100 filled questionnaires obliged the STs to seek access into the English Preparatory School on campus as the most convenient research context. Seda and Nil were the first pair to attempt to gain field access but they were faced with a rather bitter rejection at first. What follows is the extension of two extracts presented previously (regarding the issues of access and prescription of methodology) that additionally illuminates what might be interpreted as a tension between the tutor's and two STs' perceptions of 'real', 'original' research that is worth dissemination.

> *Seda:* […] *The director said that we are doing something big so the* [campus executive board] *needs to* [be informed] […]
>
> *T: Big? But you won't be publishing this.*
>
> *Seda: I consider publishing it, though! After all this.*
>
> *T: No, no. Small studies like these cannot be published.*
>
> *Seda: Small?* [looks at Nil]
>
> *Nil: But teacher, we have seen even theses done with much smaller samples.*
>
> […]
>
> *T: Maybe she* [the director] *thought that you are doing research to publish. By 'permission' I know what she means. We ask that of MA/PhD students, not you.*
>
> (Session V, 04.11.2013)

What we see here could be interpreted as Seda and Nil striving to convince the tutor that their research would be 'worth' publishing because of the potential sample size ('*big*') and their hard work. The tutor, conversely, seems to have marginalised the undergraduate-level research undertaken by the STs by implying that it is not equal in

value to MA/PhD-level student-research in formal dissemination terms, despite the module's claim to 'original research' and her personal insistence as the module tutor on a sufficiently 'large' sample size.

A rather premature conclusion to draw in this light would be that the tutor did not believe in the potential of UG-level student-research. This assumption, however, can well be challenged by the following extract from session 12 when the tutor brought in a 'superb' student-research paper-sample (albeit with the purpose of briefly showing the tables created depicting 'good' reporting of statistical data). This sample was a research paper written by two previous STs in 2012 for AWaRS. It included a linguistic analysis of advertisements joined with qualitative reports of consumer perceptions and but was surprisingly deemed publication-worthy by Dr Sezer as a devotee of quantitative research.

> *The T commented that this student-research was graded 101 out of a possible 100 percent as it was 'superb', 'well-prepared' and 'comprehensive'.* […] *She said: 'I told them to get it published but I don't know if they did'. She concluded, jokingly, 'I had actually told them not to work that much on it but still they worked very, very hard'.*
>
> (Session XII, 23.12.2013)

The tutor nonetheless stated that she discouraged the said student-researchers from needlessly doing more than what the undergraduate AWaRS module normally requires, somewhat trivialising its role and products.

Now, returning to the STs' take on worthwhile research, as the following extract illustrates, Seda and Nil also found some encouragement to publicise their research eventually but this came from one of their English instructor participants who perhaps, arguably, related to their research topic (ELT materials) more than Dr Sezer (whose research interests lay elsewhere in Applied Linguistics).

> *Seda announced enthusiastically that a participant English instructor they had interviewed encouraged them to share their results. This took Alp by surprise, who asked: 'Who wants? Who told you to share? No one asked us to do that!'* […] *Nil further explained that the instructor was currently trying to argue through her own ongoing research that the main coursebook in use must be updated* […].
>
> (Session X, 09.12.2013)

Alp's statement of surprise above might point to a similar desire to that of Seda and Nil's towards sharing the hard work the pair (with Hale) had put into their research project, indicating the extent to which the STs took their research seriously. Moreover, soon after I left the field, I was told by Seda that Seda and Nil prepared a research 'poster' and pinned it on the ELT department's display board even though it was not a module requirement.

5.4.4.3 Tutor's Research

During session ten, even though it was not included in the module syllabus, Dr Sezer presented two journal article manuscripts she had co-written with research colleagues which were, at the time, underway for publication. However, although her aim was to show the STs examples of how statistical data could be represented visually in a research report, she did offer a brief summary of the research topic, context and sample size of one of the studies. The STs appeared particularly impressed by the large sample size of this study (over 350), uttering '*ooo*'s and '*wow*'s as the tutor was talking them through the research process and data management. They also admired the tables presented in the manuscripts and in the following sessions, asked the tutor specifically to 'teach' them how to assemble similar ones for their own questionnaire data. As the observer, it was quite refreshing for me to see even the quietest student, Ayda, direct questions to the tutor regarding the manuscripts such as why there were large numbers noted next to each heading (word counts) and whether their own reports would have a

discussion and conclusion part as well. In fact, the broad research topic of this reported study, which triggered interest among the STs, was pre-service teaching practice – a subject that only Ayda in the group had full experience of. However, exploring her teaching practice (practicum) experiences and maybe inviting her to try to personally reflect on the arguments and findings of the study as a potential discussion starter remained as a missed literature-related activity opportunity. It was perhaps an in-class activity of similar nature that had been originally intended for session four, as part of the 'article analysis' task included in the original session syllabus (5.3.2).

5.5 Summary

This chapter focussed on the exploration of how the explicitly intended RE module (AWaRS) was actually delivered in the ELTE programme under study. A qualitative content analysis of the module outline document and post-classroom observation write-ups was executed in an attempt to construct an observed 'reality' of RE in the case study context. This comprised not only aspects of the pedagogical content of AWaRS (subjects covered and activities implemented) but also insightful exchanges between module participants indicating some opinions and out-of-class experiences relating to the module and research.

The observed AWaRS featured a hands-on, small-scale, collaborative research engagement experience for the STs as the major module requirement. This was in keeping with the module objectives and also Dr Acar's (programme representative) view of pro- research immersion in a 'good' RE module (4.4.2.1). The presence of small-scale fieldwork, however, contradicted the formally stated objectives of the institutional version of AWaRS which envisioned what appeared as a review of literature as the major module requirement (4.4.2).

AWaRS was observed to have adopted a practical approach to research education which was oriented toward the writing up of the final research report. A formative method of assessment was planned in the form of writing and submission of several pieces of written work (research proposal, research paper drafts, two oral PowerPoint presentations' slides). Research methodology, sample size and the number of references were prescribed by the tutor for time efficiency. The topics, foci and research questions/hypotheses of the research projects were hence shaped by a suitable questionnaire the STs were asked to identify in previous literature and adapt as the lead method of data collection. This approach somewhat challenged the STs' production of a first-time, 'original' piece of research as was stated in the module objectives on paper. Theory-heavy aspects of research, namely, developing a personal and critical understanding of field epistemology and methodology (as was aimed by the national AWaRS version, 4.4.1.1) hence remained underrepresented in the observed AWaRS pedagogy. Rather, the subjects covered in class emphasised the practical know-how of designing and conducting research by means of 'guides' prepared and presented by the module tutor (e.g. draft writing guides, checklists for designing questionnaires, devising interview guides, conducting interviews, a guide on citing and referencing etc.). Very brief introductions to qualitative, quantitative and mixed methods of data collection and analysis were also featured in the covered content, including computer laboratory sessions on the IBM-SPSS quantitative data management and analysis software.

AWaRS sessions were largely tutor-fronted and didactic. The STs were observed to contribute little to the happenings of the sessions, if at all (e.g. by asking or responding to a question). However, as we have seen throughout the chapter, some insightful conversations did emerge during the sessions, including the breaks, which indicated

some of the opinions voiced by the STs regarding various aspects of their own research pursuit in particular or research in general. These included locating relevant sources (Nil), collecting the required number of references (Seda and Nil), reaching the required threshold of 50 (initially 100) filled questionnaires (all STs), time available versus the reading workload (Hale, Seda, Nil) as well as general workload (Hale and Lara), coming to terms with methodological limitations (Seda, Nil, Hale and Alp), field access and power relation issues (Nil, Seda and Alp) and methodological requirements (Nil and Seda). Other puzzles and reactions voiced pertained to published literature as absolute and indisputable knowledge (Alp), reviewing literature with a principal aim of identifying faults (Alp), STs' own research papers being worthwhile of publication (Seda, Nil, Alp) and research as an irrelevant or undesirable future activity (Hale, Seda and Nil). As was mentioned earlier, those student opinions that were articulated in the presence of the tutor were either ignored, dismissed or treated hurriedly. Therefore, the level of engagement with the raised issues, as was illustrated in the given examples, was disappointingly shallow.

In an attempt to construct an observed 'reality' of RE in the case study context, exploring AWaRS based on session observations only revealed its visible aspects as they met the researcher's eye. However, some eclectic student perceptions were also revealed by in-class and break-time interactions. The next chapter on the perceived 'realities' of RE proposes to add to this exploration of the visible by concentrating individually on four of the AWaRS participants (Nil, Seda, Lara and Ayda) and discussing more deeply some of the other, unrevealed (in classroom) personal meanings they attached to research and researching at the time, elicited by the RepGrid method of interviewing.

CHAPTER VI

The Perceived Realities of Research Education

6.1 Introduction

In Chapter IV, I discussed the formally stated place and representation of research education (RE) in the case study context with reference to the analysed official documents (national, institutional and module) and key-informant (initial ELTE programme's vice-coordinator) interviews. In Chapter V, I then elucidated an observed 'reality' of RE by concentrating on how the major, explicitly intended RE module in the ELTE curriculum (AWaRS – *Advanced Writing and Research Skills*) was implemented. In the present chapter, I turn to the bottommost domain of the RE 'reality' hierarchy that the case study investigates (*formally stated* (official) > *observed* (classroom) > *perceived* (individuals)), namely, the perceived 'realities' of RE elicited from four individual student-teachers (STs) who were attending AWaRS at the time of the study and volunteered to partake in the RepGrid interviews.

Chapter VI concerns the following set of research questions.

3. What are the participant student-teachers' perceptions of research education activities in the case study context?

3.1 What activities have the student-teachers engaged in during their BA in ELT studies that they consider as research or research-related?
3.2 How do the student-teachers conceptualise these activities?
3.3 What do the STs' RepGrid matrices reveal about the extent to which they perceived the AWaRS experience as a 'good' research education experience?

In this chapter, I present detailed profiles of the student-teacher participants (Nil, Seda, Lara and Ayda) and their RepGrid interview data consecutively, in the same order that I interviewed them. This order also coincidentally reflects a gradient of academic experience (number of years spent in the BA in ELT programme of studies) from the least to the most among the four STs.

I begin by introducing the STs individually with a focus on their educational background, ELT as career aspiration and near future plans (6.2). To do so, I draw on the opening questions of the RepGrid interview schedule (Appendix C).

Secondly, I move on (6.3 to 6.6) to present and discuss the four student-teachers one by one. At the beginning of each section (e.g. 6.3.1) I provide an overview of the interview atmosphere and a presentation of the respective RepGrid matrix. Then follows (e.g. 6.3.2) each STs' pre-RepGrid reactions to the word 'research' (warm-up questions, Appendix C); (e.g. 6.3.3) their RepGrid elements as indicators of the research activities that they have engaged in post-enrolment; (e.g. 6.3.4) their construal of these research activities and (e.g. 6.3.5) their evaluation of their respective RepGrid elements that represented the AWaRS research experience with respect to their favoured set of constructs (see 3.5.3). This decision is informed by my assumption that, to some extent, these elements indicated the STs' conception of AWaRS as a whole, which itself is the unit of analysis in the present case study, being investigated from the formally stated and perceived perspectives of research education in the context. By so doing, I believed that explicit and direct links could be inferred between the observed and perceived realities of RE. As was discussed in Chapter III (3.5.3), I created and utilised a scenario to identify the STs' respective favoured set of constructs. All STs selected their respective emergent construct poles – without much hesitation – to signify what a 'good' research education experience must entail or

facilitate. I shall, therefore, discuss the degree of proximity in rating terms of the concerned RepGrid elements (representing AWaRS) to each of the STs' emergent constructs.

Finally (6.7), I summarise the shared and individual themes that emerged from the STs' RepGrid data regarding their research perceptions, experiences and evaluations of the AWaRS experience in RepGrid terms.

6.2 Participants

Before focussing on the STs' RepGrid data, I briefly introduce below each participant with reference to their educational background, personal narrations of pursuing ELT as a career and near future plans. The section draws on the opening questions I utilised during the first interview session with each ST (Appendix C).

6.2.1 Nil

Nil, a 21-year-old female ST from Istanbul, Turkey was the first to volunteer for the RepGrid interviews. At the time of our interviews (Autumn 2013), she had been successfully proceeding into the fifth term (year three/term one) of her studies, as a 'regular' student (1.2.3). Nil's schooling background, as she put it, had been rather complicated. Prior to her high-school years, owing to 'family life issues', she moved from city to city, having to change her primary and secondary schools multiple times. For high-school, she had moved to Izmir, Turkey and stayed there until her BA in ELT studies commenced in 2011 in North Cyprus. Nil's high-school education took place at an Anatolian type of school (public alternatives to prestigious and costly, private, foreign language-medium high-schools known as 'colleges'). Nil explained that although she had a very positive attitude towards her school and teachers, she thought that she had 'extremely poor' English. She disclosed that a number of teachers at the

school in fact did not recommend her to pursue her studies at the said school and even shared their opinion with Nil's mother. However, due to Nil's determination and her mother's assurance that she could catch up, Nil managed to stay in the esteemed school and with intensive extra-curricular private English tuition, graduated with success. This success also brought Nil the privilege to pursue her initial ELTE studies with full scholarship as a result of her high score in the university entrance exam. As regards choosing ELT as a career, Nil said that she had always wanted to become an English teacher since her primary-school years. She explained that she had an influential English teacher back then whom she 'wanted to be just like' when she grew up. Among her post-graduation plans, Nil wished to start teaching at once if she could, ideally as an English instructor at a university. Then, after gaining some sound experience, Nil said she would consider pursuing advanced degrees in ELT because in her heart lay a dream of becoming an academic one day. At the time of write-up, Nil was newly graduated.

6.2.2 Seda

Seda had a rather different educational background compared to the other STs. At the time of the study, she was 32 years old, studying for her second BA degree as a 'regular' student and working part-time as a nurse at a military hospital in North Cyprus. She had moved from her home city Sivas, Turkey in 2001 and started her pre-service (Bachelor's degree level) studies in nursing at a military academy of medicine in Ankara, Turkey. Soon after her graduation in 2005, she was assigned to a military hospital and proceeded onward to gain six years of experience at the institution. In her sixth year of service, Seda decided to make a radical career move from medicine to language teaching and she re-sat the Turkish university entrance exam to pursue the BA degree in ELT. Seda in fact had not had a particular interest in teaching. Instead,

she explained that her ELT motives were rather extrinsic and stemmed from the English teacher demand she observed within the greater body of Turkish Armed Forces – General Staff. To Seda, an ELT qualification appeared to be 'a way out' of her current position as a nurse which, as she expressed, had come to a deadlock with no prospect of personal or financial improvement. Once graduated from the initial ELTE programme, Seda wanted to go abroad to improve her English speaking skills before she returned to Turkey and settled for a permanent teaching job at a military-run language school. For Seda, 'just spending some time at a country where English is the native language' was more important than the nature of her studies abroad. At the time of our interviews, Seda had just started applying for a PG degree in ELT in the UK and US. At the time of write-up, she had already received conditional offers from some UK universities but decided not to accept any as she could not secure funding. Therefore, Seda remained occupied with exploring available teaching posts at the military-run language schools in Turkey.

6.2.3 Lara

Lara was a 23-year-old ST from Antalya, Turkey. At the time of our interviews, she was proceeding into her seventh term of studies as an 'irregular' student (1.2.3). It was Lara's fourth year in the programme (instead of the expected three) because she had had to suspend her studies in her second year due to adaptation issues. Lara explained that at the time, she had just moved out of campus into a private, shared house – a new experience which she found rather distracting and disorienting. Owing to her 'irregular' student status, Lara could not take AWaRS (and a few other modules from the years below) until her fourth year of studies. Lara's story of choosing ELT as a career was almost identical to that of Nil's. She explained that grade-four in primary school was when she first started taking English classes. Her first English teacher then

was a source of inspiration for Lara to start dreaming about becoming an English teacher which was later reinforced by another influential English teacher at her Anatolian high-school. When graduated, Lara said that she wished to undertake a local MA degree in ELT and that she had started taking action towards her goal by sitting a pre-requisite exam (known locally as *YDS*). Lara further explained that she did not want to teach at a government school but rather get advanced in ELT with a MA and perhaps PhD degree later for the prospect of employment at a university. However, soon after Lara graduated in 2014, she secured an ELT position at a private cultural centre in her hometown.

6.2.4 Ayda

Ayda was the last ST to participate in the RepGrid interviews. At the time of the study, she was 25 years old, attending her very last term at the department. Ayda enrolled on her ELTE studies back in 2007 but owing to certain personal and academic struggles, she had failed a number of modules (and later re-took and re-failed a few, including AWaRS) and had to suspend her studies for over a year in total which resulted in an 'irregular' student status like Lara. When we met through the AWaRS module, Ayda was taking it for the third and last time and graduated soon after in February, 2014. Ayda attended a Turkish-medium high-school in her home city Istanbul, Turkey and studied under the school's science subdivision. Ayda thus commented that back then, she 'had no relation to languages whatsoever'. When she graduated, with encouragement from her relatives in England who worked at a language school in Bournemouth, Ayda registered for a year of English language studies. She initially hoped to stay in England and pursue a British BA degree. However, Ayda explained that she needed to return to Turkey because of 'certain personal issues'. Ayda preferred not to disclose these issues until the very end of our second interview session

(i.e. ‘severe panic attacks that required professional help’, she later revealed) which, once shared, helped me to understand better the possible basis of her academic struggles. Nevertheless, Ayda initially mentioned that she managed completing her language studies in England, receiving a language certificate at the school’s advanced level. When Ayda returned to Turkey, she sat the university-entrance exam. However, her interests did not truly lay in language teaching *per se*. Rather, Ayda wished to first pursue employment in a business environment where she could use the English language. Failing that, she had planned to eventually ‘find her way into teaching’. Soon after her graduation, Ayda found employment in a globally renowned logistics firm’s Istanbul headquarters. Ayda also believed that the BA in ELT degree would be a good foundation on which she might add a relevant postgraduate degree in future to increase her employability in general.

6.3 Nil

6.3.1 Introduction

Nil came across as strong-willed and grounded during our interviews. Simply put, she could perhaps be described as young yet mature. Nil was also quite talkative and reflexive of her experiences during our interviews and appeared as one who speaks up outright without much fear of judgement. I observed her to behave similarly during AWaRS sessions too. I particularly became aware of Nil’s direct ways of self-expression, in my opinion, during the elicitation of her RepGrid. During the process, she smoothly led me through her meanings of different constructs and had no hesitation to correct me when I tried to clarify what I understood from her construals (e.g. ‘*C: Do you mean by dullness “monotony”? N: Well, not quite. I think it is more about standing out, you know? No difference, just ordinary*).

6.3.2 Nil's Initial Reactions to 'Research'

Research, according to Nil, was a must for anyone keen on their intellectual 'cultivation' (*genel kültür – general culture*). For those involved in languages in general and their teaching in particular, Nil believed that following the research conducted in the area (which she exemplified in terms of SLA, ELT methods and EFL) was a pre-condition for language specialists to update their knowledge and improve their 'competence'.

> *Language* […] *keeps evolving. New words appear, styles change.* […] *Even in Turkish* […]. *So linguists above all must follow these changes. How can they be in the know? By reading.* […] *We* [teachers] *are the ones who should be the most knowledgeable and competent of English. Excellence is expected from us, not the lay English speaker. So we have to follow research.*

It followed that Nil's idea of a researcher was someone who was, above all, 'curious' about new developments in their field. Next, she explained, 'a genuine interest' and 'dedication' must be present in the researcher, coupled with a 'sense of relevance' of the topic researched and 'capability of using web-based sources'.

Signalling her perceived scope of what constitutes research, Nil reported that research was something she did all the time as part of her academic studies. It was in fact something that she could not do without whilst revising the content delivered in the lectures.

> *If I do not do research on a topic, I cannot develop a full grasp of it. What the tutors teach in class is not always sufficient.* […] *So I always try to find numerous others things online and take my own notes.* […] *As a child, I used to look up and list all countries and their capitals just because I was interested. Even that, for me, is research.*

Nil was yet well aware of other possible forms of research too. She reportedly admired it when her tutors made their research activities known (e.g. in class during an 'off-topic' chat and/or appearing on the campus-wide newsletter under 'recent research').

When I asked if she herself felt at all like a researcher, Nil explained in a rather protesting tone that she 'gave up on that idea already'.

> *I do not want it. Not at all! If I am curious about something, I will look it up for myself. But officially researching something, writing it up, becoming a researcher – I am not attracted to that idea.* […] *All this reading, time and effort, how rewarding is it?* […] *You* [researchers] *are all sharp-witted people but how satisfied are you with the payoff of your research efforts? I wonder.*

Although Nil did appreciate the educational ('cultivating') value of following research in the field and the status-increasing nature of being research-active, she did not seem convinced of its overall worth. Nor did she believe that a busy teacher could afford the time to engage *with* research let alone *in* research (Borg, 2010).

> *How many teachers even try to look for a research article to read for God's sake?*

Nil additionally appeared unimpressed by what she observed was claimed as 'innovative' and 'creative' in formally-done research.

> *You ought to base your research on the previous ones – on what others have said. You cannot write your own opinion just like that. This is something that bores me. It is rigid and not very creative. Where's innovation?*

When I followed-up asking what could make the idea more appealing, Nil expressed the view that she would be motivated if her research efforts were formally acknowledged and disseminated across the university.

6.3.3 Nil's Elements: 'Research and research-related activities that I did/do'

Nil was the least experienced of the RepGrid participants in terms of previous research experience. As the following table will demonstrate, Nil concentrated on three modules in total as involving research or research-related activities (RepGrid

elements), including the major assignment of the observed AWaRS module. Nil also generated an element that she labelled as '*personal research*' which, as signposted by the foregoing extracts, can be understood as web-based, mostly exploratory/unsystematic self-study of module content.

Table 18: Nil's Elements in the 'Research and Research-Related Activities that I Did/Do' Context

Element Label	Key Points Raised by Nil
Personal Research	-Internet search for additional information and examples to support my overall learning (*How to…? What is…?*) -Better grasp of module-content with personal notes -Complex topics become visualised and simpler with personal notes, easier to memorise -Good preparation for exams
Essay Writing	-Understanding the format and structure before starting -Used journal articles, books, social media, blogs and forums for information -APA Style, studying the manual, finding examples -Writing the first draft (introduction, body, conclusion) -Discussions with tutor, reviews with and help from my peers→ re-drafting -Finding and reading sample essays for better understanding - Publishing my work on my blog and sharing with my classmates→ giving and receiving feedback -Assessing and grading my peers' work with the teacher-given criteria
Translation Projects	-Turkish novel chapter, poem and folk song translation assignments -Long internet research (dictionaries, translation sites, forums and blogs) -Chasing Turkish and English native-speaker tutors for help -Many culture-specific things -Very interesting but frustrating too
Deep Research Project	-Full study of my topic -Very deep investigation of all perspectives on the topic -Complete, real research -Way ahead of my previous research-related experiences

***Personal Research*:** This element was generated to cover all self-study Nil had been engaging in in her own time to revise the variety of content delivered in different modules. She mostly resorted to the internet and specifically Google, the popular search engine, to look for additional information about specific subjects to supplement

her learning (i.e. Wikipedia articles, EDMODO forums, education blogs, Google Scholar – if required).

***Essay Writing*:** represented the writing of an 'essay' (1500-2000 words) assigned by the ARaW II tutor when Nil took the module in her first year of studies. This was an important element for Nil as it was 'the first time in her life to have even heard of the word "essay", let alone writing one'. Nil chose bilingualism in children as the essay topic and acquired five related academic journal articles from Google Scholar. Having been freshly introduced to numerous novel academic writing-related concepts such as plagiarism, APA style referencing, introductions and topic sentences and paraphrasing and citing, Nil reported that the essay was a rather disheartening first research experience. She reflected (below) on her then self-doubting construction of the process – particularly how, in her understanding, the outlandish idea of writing multiple drafts did not sit well with her initially.

> *When I first submitted it,* [the tutor] *said 'Nil, these bits are to change.' I thought: 'What's my problem? Why do I not understand what to do?' I asked: 'Sir, I don't understand what exactly needs to be included?' Once he told me, I re-wrote, re-wrote, re-wrote and it became slightly better eventually.*

Nil also had a rough time comprehending why only academic sources were credited as 'real' references. For a minor research report assigned in the same module on using technology in ELT, Nil said (rather impassively) that she manipulated an unaccredited web-article to serve her purposes.

> [The tutor] *did not accept normal websites* [as references] – *only real data, like journals. I could not find any that said what I needed it to say* [limitations of using IT in ELT] *so I cited a web article that actually did in such a way that it looked* [like an] *academic* [source].

***Translation Projects*:** was a unified label for three separate assignments Nil completed as part of the *Turkish to English Translation* module she took in her second year of

studies. Overall, the assignments required the written translation of Turkish literature into English. Similar to Nil's understanding of *Personal Research,* this element was construed (presumably) as research inclusive owing to the time and effort Nil invested into the web-based search to fulfil the assignment requirements.

> *I not only did plenty of research but also learned how different things are expressed in Turkish, British and American English. These were our data.*

On a marginal note here, the two foregoing extracts additionally illuminate Nil's understanding of 'data'. We can see that for Nil, an academic journal can be 'data' just as translated lexis can be. We shall see shortly in the next extract that data for Nil could be that which is 'collected from people [research participants]' as well. It hence appears that all that is searched/sought, acquired and utilised during the research process may constitute data in Nil's perception.

***Deep Research Project*:** This stood for the major research project assigned in the observed AWaRS module in Nil's third year of studies. As summarised in the table above, Nil construed this element to be distinctive in terms of the 'real research experience' she thought it was providing.

> *Nil: Oh I know how I want to label this one. Call it 'deep research' please!*
>
> *Ceren: Sure.*
>
> *Ceren: Why 'deep'? Were others not 'deep'?*
>
> *Nil: Phew! This is way ahead of the others. This is complete.*
>
> *Ceren: Complete in what sense?*
>
> *Nil: Complete, I mean full – real, with further traits included, like collecting data from people.*
>
> *Ceren: 'Further' to, say, searching for information, reading, writing up and so on, right?*
>
> *Nil: Yes – On top of all those.*

6.3.4 Nil's Constructs: Triadic Elicitation

Nil construed her research experiences (elements) as below.

Table 19: Nil's Constructs Elicited via the Triadic Method

Emergent Pole	Contrast Pole
Interaction and pair/group work	*Individual and personal*
Process	*Product*
Own topic	*Teacher forces topic*
Samples and examples	*Teacher explanation only*
Learning permanently	*Learning Temporarily*
Enough time	*Time not enough*
Feedback and guidance	*Self-correction and review*
Developing self-confidence	*Hesitations and fear*
Interest, keenness and motivation	*No interest and burden-like*

As was established in the chapter introduction, Nil (like Seda, Lara and Ayda) favoured the emergent pole of her constructs as reflecting a 'good' research education experience in her understanding. We began to see earlier that Nil regarded her self-study efforts as a significant contributor to her grasping of the research topic. Earlier, she additionally signalled 'genuine interest' as an important factor facilitating her enjoyment of the long self-study sessions. Two of Nil's emergent constructs above, namely '*interest, keenness and motivation'* and '*own topic*' build on this further:

> *If I am obliged to research something and I do not get to choose the topic, it feels like time-wasting – utter burden.* […] *Only if you are interested will you spend your hours on it gladly, want to find out more and more.*

Nil articulated that her self-study efforts included searching for practical information that would illuminate for her the application of theoretical, abstract concepts. She construed this as working with '*samples and examples*' and regarded it as assisting her '*learning permanently*' construct.

I need examples to learn from – to apply. I get the feeling that I do not truly learn by mere instruction or straight definition. I need to see samples or examples to understand.

Although Nil appeared thus far to delineate a self-directed profile as a student, coming across as aware and in control of her learning, her three other emergent constructs above, '*interaction and pair/group work'*, '*feedback and guidance*' and '*developing self-confidence*', illustrate her acknowledgement of and positive view toward the constructive role of others (tutors and peers) throughout the research process. In fact, as we shall see shortly, she verbalised a feeling of insecurity that surfaced when/if she was not convinced that her research was progressing 'correctly'. Before elaborating upon this, regarding peer interaction, Nil commented (below) positively on the possibility of learning from as well as supporting others as research partners.

[Construal of elements *Essay Writing* and *Deep Research Project* vs. *Personal Research*]

Ceren: In what way are these two similar and thus different from that?

Nil: Here, there was solidarity.

Ceren: Solidarity. Can you explain a little?

Nil: What I mean is, yes –

Nil: I mean, there was a mutual strengthening of knowledge between peers.

Nil: At times they noticed what I couldn't or knew what I didn't and vice versa.

Ceren: I see.

Ceren: As opposed to?

Nil: Uhm…

[short pause]

Nil: Hmm…

Ceren: What happens when no chance exists for sharing knowledge with peers?

Nil: Then it is personal. Too personal, perhaps. Of course you strengthen your own knowledge obviously but you keep it to yourself only.

Ceren: What consequences might that bring about, do you think?

Nil: What if I wrote some things wrongly? – Or maybe my friend found some relevant information that I couldn't. S/he can help me out.

Nil signalled in the extract above her aforementioned insecurity by means of her 'not noticing/knowing' and/or 'doing wrongly' expressions. She then loosely called this a 'need for approval' (sense of correctness), a personal need *'that probably has to do with how I'm wired, who knows?'* as she articulated it. Concerning access to repeated tutor '*feedback and guidance*', Nil construed a link to the development of her '*self-confidence*' as a novice researcher (the academic-writer role mainly) in terms of the reassurance/comfort she got from gaining expert (tutor) opinion (set against peer feedback).

> *I need to see – I mean, crosscheck what I produced with some correct form. What daunts me is – 'Will there be too many mistakes? Will it meet the tutor's expectations?'* […] *I worry*. […] *Being approved along the way always gives me self-confidence.*

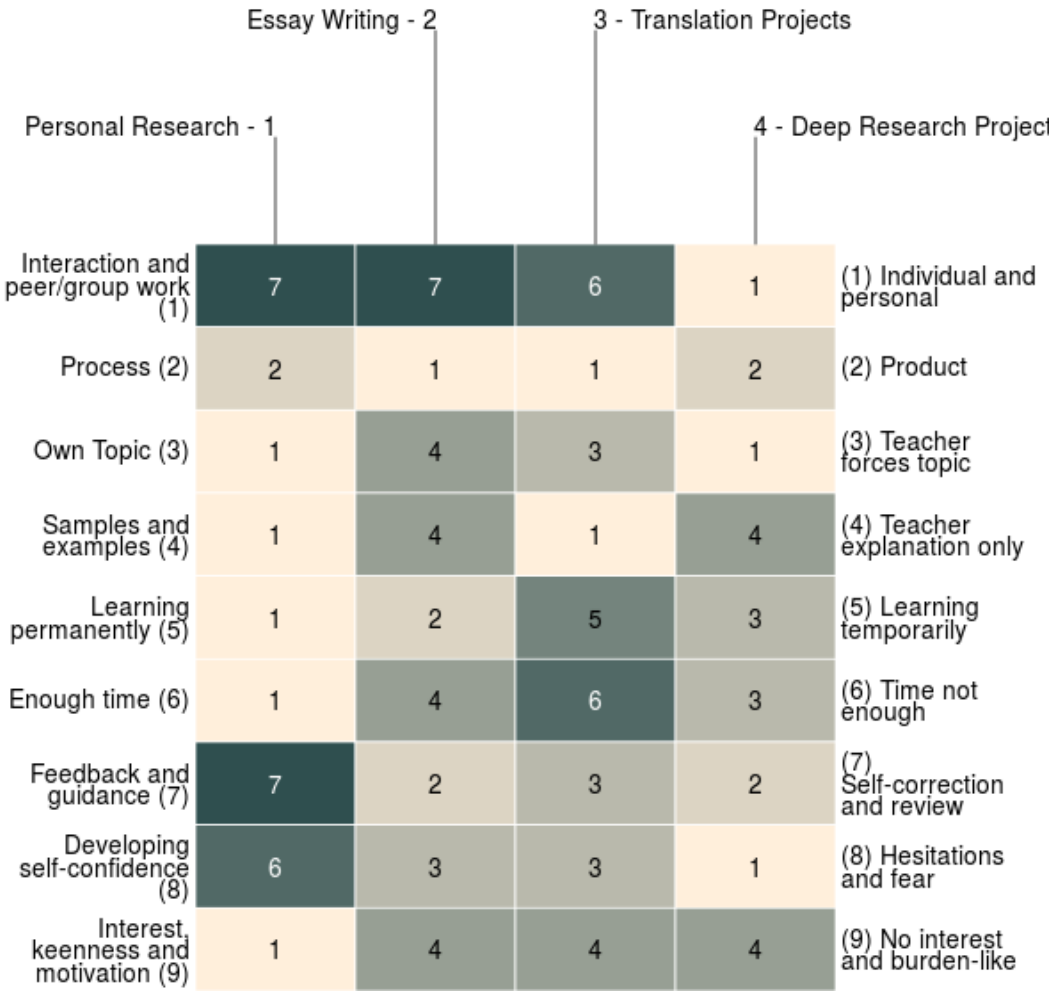
Likewise, by means of the '*process*' and '*enough time*' constructs, Nil gave preferentiality to being enabled to internalise (indeed itself a construct articulated and labelled as such by Ayda, later) the content and purpose of a said research endeavour with opportunities of sharing and feedback among those involved. She expressed this as 'digesting the work' and weighed the idea against the restraints of conducting research as an academic requirement intertwined with grade motives and deadlines, as though she perceived a tension between the two commitments.

> *Nil: Grades are of course important but until then* [product and its final assessment], *that process you go through in the meantime – you get to witness all that which keeps changing. Your mistakes, information you presented wrongly, good and poor aspects of your work, your drafts, sources… The end product cannot possibly show these.*
>
> […]
>
> *Nil: How good a research work can be done when you have got enough time! Imagine.*
>
> *Ceren: How long would that be?*
>
> *Nil: I don't know – with so much workload, not a few weeks, surely.*

6.3.5 Nil's Evaluation of AWaRS with Respect to her Favoured Constructs

Nil's RepGrid matrix (elements, constructs and ratings) is presented below.

Figure 17: Nil's RepGrid Matrix



6.3.5.1 Interaction and Peer/Group Work versus Individual and Personal

Nil's rating of the element representing AWaRS' major research project (*Deep Research Project*) showed that she perceived it as fully interactive (1 on a scale of 7). She presumably valued the pair-work aspect of the project and having collaborated with Seda. Nil believed that interaction between peers nourished variety in terms of perspective and contributed to unveiling information/knowledge that would otherwise remain unknown to her. She thought that interaction hence facilitated co-exploration

of deeper and alternative meanings especially in the readings done by the research partners.

6.3.5.2 Process versus Product

Nil rated the concerned element 2 on the above construct scale. This indicated that Nil perhaps observed that in AWaRS, the focus was significantly more on the research process than the product (final written report). This could have been partly because of her previously discussed appreciation of working with multiple drafts and having the opportunity for improvement and re-submission (6.3.4). Nil thought that when the emphasis was placed on the research process, she was enabled to digest the work in all aspects and subsequently learn more permanently. In contrast, as the researcher, I observed the pedagogical activities of AWaRS to be more oriented towards research products (requirements, submissions and their assessment) than processes (fieldwork experiences, STs' personal reflections, their learning experiences, authoring a research report etc.).

6.3.5.3 Own Topic versus Teacher Forces Topic

Nil's rating (1) for the said element indicated her conception of the research topic as purely self-chosen. This was, again, despite my observation that the identification and adoption of a pre-devised questionnaire as a methodological requirement somehow shaped the STs' research topics. Nil associated self-selected research topic with some familiarity and background knowledge which allowed her a sense of confidence in knowing the relevant and highlight-worthy areas of knowledge.

6.3.5.4 Samples and Examples versus Teacher Explanation Only

With a rating of 4, Nil showed uncertainty in deciding whether there was a sufficient supply and study of samples and examples (e.g. literature reviews, case-based

discussions, research question samples etc.) in AWaRS. This finding was in keeping with her observed break-time remark about how doubtful she had felt about the satisfactoriness of the guidance and instructions provided in AWaRS (5.3.2). Nil believed that working with samples and examples aided her practical understanding of abstract matters and eased her initiations of different research phases (e.g. starting the write-up of the literature review). This finding also substantiates (partly) the observed wish of all AWaRS students for the tutor to 'teach' them how to re-create 'her' tabularised numerical data presentations that she showed as authentic examples (5.4.4.3).

6.3.5.5 Permanent Learning versus Temporary Learning

Similarly, Nil was almost unsure in rating terms (3) whether the AWaRS research project would result in permanent learning and knowledge building which Nil associated with social status and success. This finding was not conclusive given the time when Nil rated her elements (proposal phase of AWaRS, start of the term). Nor was module impact on actual learning was a focus of inquiry in the present study.

6.3.5.6 Enough Time versus Time not Enough

Nil again showed hesitation (with some hope perhaps) in her rating of 3 as to whether she could afford the time to attend to the details of the AWaRS project and hence produce a good research report. Time concerns were also voiced by other STs as we have seen in the previous chapter. Even though all research pairs completed the research work and were awarded good and very good grades in AWaRS, Nil reported earlier her feeling that research was difficult to manage in a matter of weeks amid the workload of her other modules (6.3.4).

6.3.5.7 Feedback and Guidance versus Self-correction and Review

In rating terms, Nil associated the concerned element very closely with the availability of sufficient feedback and guidance (rated 2). Again, this could partly be explained in the light of her appreciation of working with multiple drafts. This construct appeared especially important for Nil as she highly valued expert review and feedback because of the feeling of confirmation and correctness it brought along. For Nil, this would in turn help to increase her overall confidence in the research work. However, as I discussed previously, Nil's high rating was rendered self-contradictory after our interviews when, during an AWaRS break, she commented very negatively on the quality of tutor instructions and guidance (see 6.3.5.4 above).

6.3.5.8 Developing Self-confidence versus Hesitations and Fear

Going for a bold rating of 1 for the above construct, Nil signalled that she probably did not find the research endeavour as one to be feared but rather one that would nourish self-confidence through welcomed challenge. As we have seen before, Nil related permanent, research-informed knowledge-building with the development of self-confidence and in turn, establishing higher social status by standing out of the ordinary. Interesting, though, were her previous, powerful (in sentiment) remarks about 'having given up on research already' (also in Chapter V).

6.3.5.9 Interest, Keenness and Motivation versus No interest and Burden-like

Nil's final rating of 4 hinted at uncertainty regarding the above construct. It seemed that, at the time of the rating, Nil could not estimate precisely if the research endeavour would enthuse or bore her in the long run. This was a rather interesting finding because Nil's other high ratings (1, 2 and 3) for self-selection of topic, process orientation, presence of interaction and so on would lead us to imagine that she would anticipate staying keen and motivated during the research process. By contrast, Nil appeared

intimidated by the potential research workload she was about to shoulder amid her overall academic workload which was supported by her previous hesitation regarding 'enough time' (6.3.5.6). Drawing on the relevant observational data from the previous chapter, we could perhaps conclude that Nil was not quite enthused by the overall research endeavour in the long run.

6.4 Seda

6.4.1 Introduction

Seda was the most talkative of the interview participants with a noticeable inclination towards criticism. The direction of Seda's criticisms, however, was mostly outward, aiming at others and out (i.e. people, events, surroundings, circumstances). She came across as highly opinionated, with a strong stance in almost all of the matters (personal, academic, social and even political) that we covered in our interviews. Her style of self-expression was direct yet highly unfocused (i.e. switching abruptly from subject to subject) and at times, somewhat belligerent (e.g. '*It is crazy to expect that, is it not*?', '*forget it, seriously!', 'they are a joke'*). With Seda, during our interviews, not only was I challenged to follow the content of what she was telling me but also to keep a watchful eye on the direction of her thoughts (which diverged passionately, recurrently) to gently interrupt and 'pull' Seda back into the RepGrid until the next drift-away.

6.4.2 Seda's Initial Reactions to 'Research'

Seda initially conceptualised research as the successive acts of seeking and finding in a quest to answering a question in mind.

> [The word *research*] *evokes discovery. Acquiring something – discovering it and learning it* [and] *the personal and professional fulfilment you get when you acquire the answer to the question in your mind, the research question – the feeling of 'See I did it, found it and here is the result!'*

Like Nil, Seda regarded curiosity as the ultimate drive behind research. When asked about her idea of a researcher, Seda noted patience as an essential asset. Next, echoing Nil, Seda believed that 'a fund of knowledge' (or 'background' as she alternatively named it) and being adept at using physical (e.g. campus library) and online resources (e.g. internet and search engines) were also crucial. Additionally, Seda said that a knowledgeable other, 'someone to assist and steer – like a compass', was preferable to have during the research process (resembling Nil's 'feedback and guidance' and 'tutor showing a route' views).

As for the role of research in ELT, Seda reflected on teaching as a 'dynamic' profession and so conceptualised research engagement (reading/following research, particularly) as a means for teachers to increase their knowledge and competence.

> *To keep up with the changes teachers must get involved with research. To renew themselves, their knowledge.* […] *What if your knowledge no longer satisfies your students? Falls insufficient? You need to keep researching, keep learning.*

Although Seda conceived following research as having a learning value, she expressed (like Nil) the view that she was not quite attracted to the idea of engaging *in* research.

> *I am a very impatient person so… I do not have a serious interest in research* […] *It is too complicated. As a module requirement, of course I am obliged to but in future… Unless there is a burning question in my mind that I simply cannot find an answer to – something about which I will think: 'No, there is not a single study on this. Why should not I be the first?'*

To exemplify, at the time of our interviews, Seda did have such a 'burning question' in mind as a strong motive for research engagement. She had observed high levels of English fluency among overseas students on campus and was wondering why it

appeared so. Seda felt certain that it had 'something to do with their countries' language education policies'. Turkey being an EFL context, she felt eager to 'showing' through research that ELT was not a policy priority in primary education, resulting in pupils' late introduction to the language, in turn rendering the mastery of oral competence difficult. As we shall see shortly, developing fluency in English emerged as a construct in Seda's RepGrid and it was a personal goal she felt passionate about. In a research activity or otherwise, Seda recurrently highlighted opportunities for meaningful communication in English as crucial features for any given academic activity to be considered 'good'.

6.4.3 Seda's Elements: 'Research and research-related activities that I did/do'

Seda concentrated on six modules as comprising research or research-related activities (*elements*), including the major assignment of AWaRS. It can be observed in the table below that two of these elements (the first and last) included data collection from research participants while others were presumably related to research by Seda because of the internet-based search for information they entailed in part.

Table 20: Seda's Elements in the 'Research and Research-Related Activities that I Did/Do' Context

Element Label	Key Points Raised by Seda
Gratitude Research Paper	-Devising a hypothesis -Literature review of 20 sources -Survey design with 15 open-ended items, 20 participants -Writing up the final paper (introduction, literature review, methodology, results, discussion and conclusion)
Teaching Methods Lesson Plan Project	-Topic selection (selected content from the Methodology module) -Internet-based research of relevant sources -Collecting and reading what is found -Re-reading and combining what is found -Group work
Public Speaking Presentation	-Group work -Topic selection (selected from the Linguistics module) -internet-based research of relevant sources -Revision of oral presentation strategies
Translation Project	-Turkish movie and novel chapter translation -Long internet search (dictionaries) (took 3 months) -Trying to find native English speaking tutors for help -Writing final reports (challenges and reasons, translation methods used, strategies used to overcome challenges) -Delivering an oral presentation based on the report
Test Preparation	-English language test -40 participants -Internet-search on topic (What is...? How to...?) and reference to textbook -Analysis of test items on *IBM-SPSS*
Prep-School Research Project	-Current, ongoing research project (AWaRS) -Previous projects were not fully research

***Gratitude Research Paper*:** This element represented the research project assigned in the *Contrastive Turkish-English Structure* module that Seda previously took. It was her first experience of working with research participants. Seda looked into the length of utterances used for gratitude/thankfulness, hypothesising that native Turkish speakers increased the length in proportion with the closeness of relationship with the person they pay gratitude to (e.g. friend, parent, tutor etc.) while native English speakers did not. Seda had 20 participants (ten for each group) and devised a

questionnaire (15 open-ended items of 'situation/scenario' and 'response') to collect data. She reported that her hypothesis was verified, leaving her with a 'feeling of fulfilment' that she expressed earlier while construing the culmination of a research endeavour.

***Teaching Methods Lesson Plan Project*:** represented the 'five-weeks' worth of lesson planning' project assigned in the *Materials Adaptation and Development* module – a fourth year module that Seda took in advance to reduce the workload in her final year. Seda and two other students worked as a group and settled on teaching ELT methods to ELTE students as the theme of their lessons. This was reportedly Seda's idea and she took pride in explaining the 'real connection' created between their modules rather than 'going for the imaginary teaching of English to imaginary children or teenagers like everybody else [in the class] did'.

> *We imagined our previous selves in place of our students* […] *I found it very thought-provoking because by so doing, we critiqued* [the delivery of] *our methodology module too.*

***Public Speaking Presentation*:** comprised the group presentation assigned in the *Oral Expression and Public Speaking* module. Seda explained that the aim of the presentation was to practice and develop public speaking skills. Seda did appreciate the oral presentation opportunity (given the aforementioned 'improving fluency as a personal goal') but she had a negative impression that the content of the presentation was not of importance.

> *The aim was to go up there and show that you were capable of expressing yourself. The content did not matter but it did matter to me* [so] *we prepared it to be something interesting.*

What constituted research in this element was, again, in Seda's view, the information gathering process (mostly online) on the presentation topic.

***Translation Project*:** stood for two Turkish-to-English translation projects (movie and novel chapter) assigned in the *Translation Studies* module. Once more, research was carried out by Seda and two other group members to explore Turkish-to-English online dictionaries, phrase banks and interactive forums where Turkish native speakers exchanged views and examples of literary translations. The end product was a written report followed by a group presentation about the translation, researching and decision-making processes.

***Test Preparation*:** represented the English language test Seda prepared and administered to 40 volunteer Prep-school students (see below) as part of the *English Language Testing and Evaluation* module's requirement. The research element present in the experience was Seda's first-time use of IBM-SPSS software package for evaluating the test results (in addition to the web-based exploration of 'how to devise test items?'). The software was also utilised in the AWaRS module for questionnaire data analysis purposes (Chapter V) which, as we have seen, was highly valued by Seda.

***Prep-School Research Project*:** was the observed AWaRS module's major research project at the time of the study. Seda's label preference of 'Prep-School' denoted the context of the project (English Preparatory School on campus). Even though the project was Seda's second to include data collection from research participants, she regarded the research experience to be more complete.

> *I began to see that I have underestimated research. I thought: 'I know it – what is there to worry about?' but phew – for this* [AWaRS project] *we started from zero, thinking about so many new things like possibility* [feasibility] *and permissions.* […] *Originally I wanted to research Hydrotherapy* [medical], *remember? How silly!*

6.4.4 Seda's Constructs: Triadic Elicitation

Seda construed her research experiences (elements) as follows.

As a reminder, Seda's favoured set of constructs in terms of 'good' research education experience was that constituting the emergent pole.

Table 21: Seda's Constructs Elicited via the Triadic Method

Emergent Pole	Contrast Pole
Teacher role	*Student role*
Researcher role	*Student role*
Connection between modules	*One module or theme*
Communication	*Just speaking*
Interesting and enjoyable	*Boring*
Options	*Obligations*
Sufficient time	*Limited time*
Sensed benefits	*Torture-like*
Perfectly done and satisfaction	*Imperfect or unsuccessful*

The constructs '*teacher role*' and '*researcher role*' above can be understood as illustrating Seda's construal and appreciation of perspective. Seda had a high opinion of those elements (research experiences) that had her to adopt the alternative and perhaps more advanced perspectives of the teacher's or researcher's (as opposed to the usual student-teacher role that Seda associated more with 'learner's activities' and 'grade-concerns'). For the former, Seda focussed on the critique aspect inherent in 'taking the teacher's place', as she construed it.

> *We moved ourselves out of the student status and became teachers. How would we teach it?* […] *It* [teacher's perspective] *made us realise what we did not like about how we received it* [module content]. *It kept our minds very occupied in that sense.*

Regarding the researcher's perspective, which Seda appeared to have kept segregated from that of the teacher's, Seda commented positively on the opportunities provided

for learning about and getting involved in research. Seda construed the research knowledge and skills that she had been acquiring to be kept as a reserve should she need it in future (if at all).

> *I felt like a researcher. If I ever need to do something like these in future, I will have known how to – like what to propose as a hypothesis, how to write up the report and so on. I do believe that I have acquired these* [abilities].

Seda's three other constructs, '*options*', '*connections between courses*' and '*interesting and enjoyable*' appear to be interrelated, the initial two acting somewhat as benchmarks for the third. Precisely, Seda articulated that when – in the context of a research project – she gets to select the research topic (being of some interest to her, inevitably) and it appears to her that the very topic transcends its boundaries, lending itself to be looked at from her other modules' (subjects) angles, Seda tended to enjoy the 'thorny' research process more, as she put it. Like Nil, Seda also associated interest with remembering information that could perhaps be interpreted as 'learning permanently' in Nil's words.

> *If it* [choice of research topic] *were left to us, it* [the *translation* RepGrid element] *would have been more pleasant – but it was not and I do not remember a word of it now. Even though I paid so much effort, I cannot because I was bored stiff.* […] *Nothing about it was intriguing.*

In the same vein, Seda expanded her '*interesting and enjoyable*' construct by adding the '*sensed benefit*' construct presented in the table above. She commented that the feeling of 'gain' she had when she engaged in somewhat beneficial tasks, she found the research process more pleasant.

> *Seda: I need to feel that I am going to benefit from it* [research] – *It will add to my knowledge and to myself! When that happens, I feel that it is more constructive.*
>
> *Ceren: More constructive than…*

> *Seda: Than when I am obliged to do things and do not see any point in doing what I am asked.*
>
> *Ceren: And when you do see the point? By contrast*?
>
> *Seda: I feel so much more active and well-grounded – feels like… getting a fruitful harvest.*

Additionally, acknowledging the demanding process of researching once again, Seda said that '*sufficient*' time allowance would be essential so that she could perform in the way she aspired to perform ('*sufficient time*' and '*perfectly done and satisfaction*' constructs in the table).

> *I always want everything I do to turn out perfectly. If something is inadequate, I feel it during the process and regard it unsuccessful. I want it to be complete and correct, not slapdash – to satisfy me first.* […] *Here* [the *lesson plan* RepGrid element] *time was not enough so I could not be perfect. I would have been, though, if time was sufficient.*

Below, Seda expanded her '*perfection*' view further with regard to how a research endeavour would be finalised ideally, in her opinion; that is, by verifying one's hypothesis as one result.

> *You ponder on an issue, start asking questions and develop a hypothesis about it. Then, it so happens that you verify it. This is perfection. I find it highly satisfying.*

Seda's self-confident tone in the foregoing two extracts is noticeable. She appeared certain of her research capacity and did not seem to doubt her personal abilities. Nevertheless we also see (below) that Seda did not completely rule out the potential benefit of collaborating with knowledgeable others (tutors, particularly) in terms of 'guided exploration of the ELT field'. The extended extract below demonstrates Seda's view of guided exploration and stems from the interview minutes when I highlighted Seda's preference of working individually (as opposed to group work) based on my impressions. Below, Seda also mentioned the difficulty she perceived in locating relevant sources online (like Nil) and how the assistance of tutors as

experienced researchers was needed during the early research-phase of knowledge seeking.

> *Seda: Our* [university] *does indeed encourage individual studies in these spaces, uhm – what do you call them?*
>
> […]
>
> *Ceren: Self-access?*
>
> *Seda: Self-access! But because I have no spare time, I cannot use it. So I think this must be realised in class solely.* […] *I think it is important for us to have a learning environment.*
>
> *Ceren: An environment. Can you explain in what sense?*
>
> *Seda: I mean, in the sense of exploring. Take engineering students. They attend labs to explore and learn their subject, right? We must explore ours just the same – in an environment where the tutor guides and we explore.*
>
> *Ceren: Mm-hmm. Explore what aspects, for instance?*
>
> *Seda: Uhm, I am thinking of the internet – a fathomless sea of knowledge!* […] *What are we supposed to know? How to find it? The tutor's experience is all we have* […]. *I type* [keywords] *into Google Scholar but nothing comes up! I know it is in there but I just can't find it.*

Last (but not least) in Seda's set of constructs, we find '*communication*'. As I mentioned earlier, Seda attached great importance to becoming fluent in English as a teacher candidate. She hence articulated the 'goodness' she perceived in those academic activities/experiences (research inclusive or otherwise) which entailed some practice of oral language skills. She especially valued those activities/experiences in which communication (i.e. meaningful interaction, exchange and discussion of ideas) – in comparison with mere speaking – was facilitated. She expressed it (below) in the context of her aforementioned 'learning in a guided, exploratory environment' view wherein such communication would ideally be facilitated.

> *Speaking is very important to me* [as] *I am not very fluent.* […] *I keep pointing at speaking but I don't of course see it separate from listening, reading and writing. I am thinking about exploring in a learning environment now, remember?*

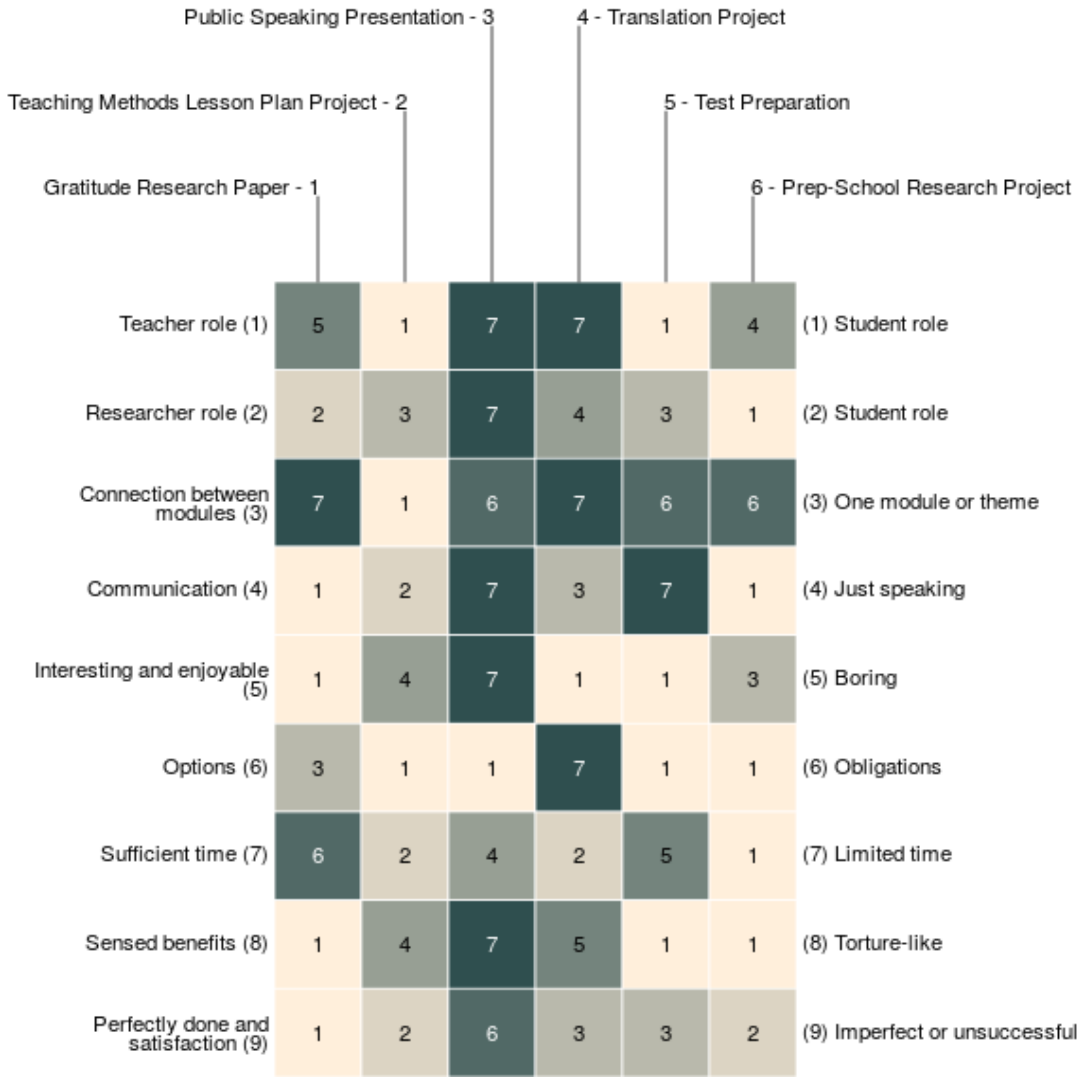
I discussed previously that Seda gave the general impression of confidence and self-dependence. However, when it came to communicating fluently in English, she did seem to have a personal insecurity, as the two extracts above indicated. The following extract helps us to understand better why Seda was desirous of travelling to and living in an English speaking country post-graduation.

> *As long as I don't feel competent myself* [at fluency], *I do not think that I will succeed at this occupation. I have to first feel like that before I can deliver. As I'm lacking in competence, that doesn't seem fully possible right now.*

6.4.5 Seda's Evaluation of AWaRS with Respect to her Favoured Constructs

Seda's RepGrid matrix (elements, constructs and ratings) is presented next.

Figure 18: Seda's RepGrid Matrix



6.4.5.1 Teacher Role versus Student Role

Seda's *Prep-school Research Project* element stood for the AWaRS' major research project. Going for a rating of 4 for the above construct, Seda signalled that she was uncertain whether the AWaRS experience helped her to adopt the teacher's role (thinking like a teacher) more than the student's role (undergraduate student, academic studies, grade concerns). Seda felt that in those assignments (research inclusive or otherwise) where she was required to think like a teacher, a sense of professional responsibility was triggered in her. This feeling, Seda reported, indicated that better

learning as a student-teacher was taking place which contributed to her overall profession-related success. Seda's rating hinting at hesitation could perhaps be partly explained by my observation that the way research was represented and required in AWaRS (quantitative, prescriptive, product-oriented, focused on academic writing conventions) did not really resonate favourably with what a teacher, or a student-teacher, might have prioritised while engaging in research (focus on classroom, pedagogy, learners, teaching and learning processes, observed problems, reflections etc.).

6.4.5.2 Researcher Role versus Student Role

On the other hand, with a bold rating of 1, Seda indicated that the AWaRS experience definitely made her feel like an active researcher – a role by which she took initiative (e.g. access to research field) and adopted welcomed responsibility which she earlier associated with learning and success. We have seen earlier that Seda felt highly confident about undertaking research independently in future (if ever).

6.4.5.3 Connection between Modules versus One Module or Theme

The above construct was the only one whereby Seda's concerned element performed poorly in rating terms (6, close to the unfavourable construct). Seda apparently picked out the reality of having explored a single topic (ELT materials for beginners) as the research focus for a whole academic term. However, avoiding the rating of 7 might mean that the related literature Seda engaged with during research perhaps helped her to see some conceptual connections between the topics covered in the Materials Development module she was taking at the time; or perhaps the ELT Methodology modules she took previously. Seda thought that the more connection between different modules' subjects was established during an act of inquiry, the more opportunities

existed for wide-ranging critique, alternative perspective exploration and gaining a 'bigger picture' of the topic under investigation.

6.4.5.4 Communication versus Mere Speaking

As I mentioned earlier, being able to engage in meaningful communication (active exchange of ideas and discussion) was a very important construct for Seda. Irrespective of the nature of an academic pursuit (research inclusive or otherwise), Seda desired communication to be present as frequently as possible. Seda's element representative of AWaRS received an excellent rating of 1 in this regard. It seemed that Seda reflected positively on those aspects of the AWaRS research project that included collaboration (with Nil as her research partner), formal oral presentations of the research work to the group (two in total) and the feedback sessions with Dr Sezer. Seda reported that when she engaged in meaningful discussion of ideas, she felt compelled to explore, understand and learn more than when she 'merely spoke' about ideas (describing, transferring information, lecturing).

6.4.5.5 Interesting and Enjoyable versus Boring

Another interesting rating by Seda for the concerned element was given for the above construct. Going for a rating of 3, Seda hinted at an almost uncertain perception of the AWaRS experience as interesting and enjoyable (persistently motivating). This becomes somewhat explicable considering that Seda had numerous other modules with various requirements to fulfil at the time (projects, quizzes, exams, assignments). While rating, then, Seda might have been weighing in the academic workload as a factor (like Nil earlier).

6.4.5.6 Options versus Obligations

With an excellent rating of 1, Seda indicated that options were aplenty as far as AWaRS was concerned. I discussed in the previous chapter that as a researcher and observer, I was under a contradicting impression (owing to prescribed methodology, semi-prescribed research topics, prescribed reference list length, prescribed data analysis methods). However, it is important to note that Seda's concerned construct was situated in relation to research topic selection and almost all of her other elements received excellent ratings too. One exception was the *Translation Project* for which the topics were pre-determined by the tutor. In AWaRS, even though the student-teachers' selected questionnaires (by requirement) determined the research topics, Seda associated this selection process with the availability of options and, by extension, taking on responsibility and active decision-making.

6.4.5.7 Sufficient Time versus Limited Time

Seda appeared appreciative of having worked on a single requirement for a whole academic term in AWaRS. Her rating of 1 signalled at this. However, it is valuable to remind ourselves of her observed temper tantrum when her fieldwork was being delayed (owing to denied access) and hence precious time was being lost (5.4.3.1). It was also Seda who gently hushed Nil when she voiced a concern that they needed to read and include more literature into the final report to meet the reference list requirement (5.4.1). Seda insisted that it was too late for more reading.

6.4.5.8 Sensed Benefits versus Torture-like

Seda saw no tediousness in the research work she had undertaken as part of AWaRS in rating terms. Going for a rating of 1, Seda indicated that she truly benefitted from the experience. This may have had to do with her earlier 'felt like a researcher' conception. However, even though it seemed that Seda found the research knowledge

and skills acquired beneficial (e.g. her observed appreciation of learning to use the IBM-SPSS software), like all other RepGrid participants, Seda did not self-identify as a researcher. Furthermore, as a reminder, it was again Seda who used the word 'torture' (an opposite construct above) to describe her experience of gaining access into the research field (5.4.3.1).

6.4.5.9 Perfectly Done and Satisfaction versus Imperfect or Unsuccessful

Seda's final construct was concerned with the sensed quality of the final research product. Seda appreciated when she was allowed sufficient time to comprehensively and critically engage with what she was asked to investigate. As was mentioned earlier, it was important for Seda to be able to explore different perspectives and hence challenge her own thinking. Seda's rating of 2 for the concerned element indicated her optimism about the quality of the final research report which eventually did receive an excellent grade.

6.5 Lara

6.5.1 Introduction

Lara appeared soft-spoken with a fairly composed, serene demeanour. The way she expressed herself was frank, focussed and coupled with humour and frequent laughter. I have got the impression that Lara did not see any harm of making fun of herself humorously in my company (e.g. when talking about her academic failure in year-two, her being 'computer illiterate' as she once put it and so forth) which, at the time, rendered our interviews quite pleasant. I perceived Lara to be prone to blend her narrations with expressions of emotion such as of self-praise and at times, self-derogation (e.g. '*I was so silly, how foolish is that?*', *'I felt so proud*', '*I needed emotional support*', '*I have adaptation issues*'). Lara also came across as hard-

working and dedicated in her studies as she was taking nine modules (compared to the usual seven) at the time of the study to 'catch up with the lost time' (previous suspension of studies).

6.5.2 Lara's Initial Reactions to 'Research'

To explain her understanding of the word 'research', Lara initially concentrated on the contribution-to-knowledge quality of research.

> *It* [research] *makes me think of – say, there is a study done before but you find something new and add something on it.* […] *Above all, it is about the outcomes being useful to people and to myself as well.*

When invited to exemplify how research could be useful, Lara mentioned the research literature that she had read about the improvement of teaching skills in ELT, commenting positively on their relevance for her future teaching career.

According to Lara, a good researcher was 'patient' and 'liberated of prejudgments'. Unlike Nil and Seda, Lara appeared to have a sense of embracing the uncertainty that might arise during the complex research process.

> *Before starting, you do of course say: 'I will research this and this' but you must not think like 'that is what will come up'. You must rid yourself of that* [thought].

Lara, however, did not think of herself as a patient person (e.g. '*I always need a "be patient" boost from someone'*) and thereby did not perceive herself as a good researcher candidate at the time. Lara nonetheless had a positive attitude towards the idea in general as she saw a learning value in the research process.

> *I hurry things. I want them to be done and dusted fast. Research cannot be like that sadly* [but] *I do enjoy research, learning new things, very much.*

Lara said that research existed in universities mostly, commenting that she '*wished it would appear in schools as well so that our culture would advance*'. In fact, Lara

differentiated between two types of school teachers in this light. The first was that who 'comes to class, delivers content and leaves'. The second was someone who pays attention to observe their classroom and learners, responding accordingly. Lara favoured the latter teacher profile and added that it was her 'ideal' to become an observant and responsive teacher in future.

> *I don't know if it counts as research but there are those teachers who observe their learners and modify their teaching accordingly. It is no written work of research but maybe it counts as such.*

Lara was the only participant who articulated a conception of research (however hesitant) like the above which could be interpreted as an emerging understanding and appreciation of teaching *and* researching that is informed by systematic observations and reflections of a teacher of/on their classroom and practice intended for potential improvement (i.e. teacher research). We will see shortly that one of Lara's RepGrid elements (*Shadowing Day Research*) sheds further light on this personal view with reference to Lara's own classroom observation and reflection experience as part of a project explicitly framed as research within the concerned module. Although Lara preferred to generate and label this experience as a RepGrid element (as indicative of research), as can be seen above, she was yet unsure whether a similar act would be considered research when a teacher engaged in it.

6.5.3 Lara's Elements: 'Research and research-related activities that I did/do'

Lara focussed on seven modules in total to have involved research or research-related activities (*elements*), including the major assignment of AWaRS. It can be observed that only one of these elements (*Language Anxiety Research*) included data collection from research participants and one other (*Shadowing Day Research*) entailed a very brief, non-participatory language classroom-based inquiry. The rest of the elements

were related to research by Lara seemingly because of the internet-based search for information they necessitated in part.

Table 22: Lara's Elements in the 'Research and Research-Related Activities that I Did/Do' Context

Element Label	Key Points Raised by Lara
Translation Report	-Turkish movie translation -Identifying a focus (greetings and callings) -Long hours of internet research -Writing a final reports (challenges, reflections, lexical and grammatical differences)
Village Institutions Report	-Topic given (Village Institutions of 20s' Turkey) -Internet research for sources -Final report writing -Seminar organisation (voluntary, not a module requirement)
Public Speaking Presentations	-Group work -Topic selection - Internet search for sources and resources -Preparing slides, Delivering presentation -Feedback (oral and written) from tutor and peers
Language School Project	-Imaginary language school -Imaginary learners about to travel abroad -Group project -Unit and lesson planning -Internet search of 'what to teach?' and 'how to prepare lesson plans?'
Language Anxiety Research	-Current, ongoing research project -Comprehensive research -Full research
Shadowing Day Research	-Took place at the preparatory school -Topic selection (managing misbehavior) -Back-of-the-room classroom observations and note taking -No negative critique allowed, only description -Internet search for literature (five at least) -Final Report writing (comparing literature and observations)
Test Preparation	-Imaginary test preparation for the *YDS* exam as a 'private company' -Sample test preparation (50 items) -Pairwork -Internet search for 'how to design different items?' and 'what to put in instructions?' etc.

***Translation Report*:** This element stood for the report Lara wrote following the Turkish movie she translated in partial fulfilment of the *Translation Studies* module she took. Lara focussed on the expressions of addressing and call-outs in the movie and her research included exploring internet-based sources for translation guidance (dictionaries, forums, phrase banks etc.). Also, Lara engaged in the transcription of the movie and analysing the text to identify and categorise the expressions she scrutinised.

***Village Institutions Report*:** This was a special element for Lara in view of the rest. It was the only research inclusive experience which did not feel like a homework/assignment for Lara. As part of the first-year *Introduction to Education* module that Lara took, she prepared a five-page-long report on the teacher-assigned subject of 'the village institutions of Turkey in the 1920s' (a topic also covered by HEC's TEEF, Chapter IV). As one of Lara's constructs will illuminate shortly, Lara related to the topic at a personal level as her grandfather went to one of these institutions which were strategically located boarding schools for those children with no access to education in their hometowns. Having heard the 'beautiful stories' from her grandfather (humanistic, pro-equality schooling founded on experiential learning principles), Lara took great interest in this research assignment, in fact proceeding to voluntarily organise a campus-wide presentation with her friend Ozan (a political sciences student) to share the stories with others and stimulate thought.

> *We thought that all those studying under our university's* [educational] *philosophy must be informed about these institutions too.* […] *And it makes me so sad that they were shut* […] *for political reasons. To me it's the worst mistake ever made in the history of our education!*

***Public Speaking Presentation*:** represented a series of oral presentations Lara and two other students prepared for the *Oral Expression and Public Speaking* module. The

research the group engaged in entailed collecting information online about the topics/themes of the presentations which were self-chosen yet required to be ELT-related for common interest.

***Language School Project*:** consisted of the group project assigned in *the Instructional Principles and Methods* module. Lara and two other STs worked together to create unit and lesson plans as the imagined instructors' of a language school preparing Turkish speakers for travelling abroad to an English speaking country. Lara explained that the research undertaken was to explore online the 'how to?' questions she and her peers had in mind. With no previous experience of preparing a lesson plan, the group 'did research' to obtain practical information regarding lesson (and unit) plans (templates and samples) and the project topic (Teaching *Travel English – What/How to teach?*).

***Language Anxiety Research*:** represents the research project assigned in the observed AWaRS module. Like Nil and Seda, Lara also used the word 'comprehensive' to describe this element. Lara and her research partner Ayda selected 'English Language Anxiety' among the Preparatory School students (on campus) as their general research topic.

***Shadowing Day Research*:** This element was the second that Lara discussed enthusiastically. In partial fulfilment of the *Classroom Management* module Lara took, she 'shadowed' a Preparatory School English instructor for a day. She attended their English lessons for a non-participatory classroom observation with a watchful eye on any misbehaviour incidents and the instructor's reactions to these. Later, Lara wrote up her research, briefly discussing what the related literature said about misbehaviour and what she observed to have happened in class.

> *It was great fun. I sat at the very back, observing and scribbling away. The students kept turning around probably thinking what on Earth I might have been writing so much about.*

Nonetheless, Lara disliked being unable to criticise what she observed as it was strictly made off-limits by the module tutor who encouraged descriptions only. Lara explained that she only selected and utilised those literature that supported the English teacher's observed reactions to misbehaviour while Lara herself disagreed and had the evidence (and the urge) to propose a critique accordingly in her research report.

***Test Preparation*:** *English Language Testing and Evaluation* was a fourth year module that Lara took in advance (in year three) to reduce her workload later. A pair-work of imagined *YDS (Yabancı Dil Sınavı – Foreign Language Exam)* language test preparation was assigned as part of the module requirements. Lara and her friend prepared 50 test items and in the due course, engaged in online research to obtain practical information about the principles, techniques, samples and evaluation of various test items (multiple choice, matching, gap-filling etc.).

6.5.4 Lara's Constructs: Triadic Elicitation

Lara construed her research experiences (elements) as follows.

Table 23: Lara's Constructs Elicited via the Triadic Method

Emergent Pole	Contrast Pole
Literature review	*Topic search and review*
Variety in topics	*One topic*
Sufficient time	*Limited time*
Thorough learning	*Main idea only*
Self-chosen topic	*Given, obligatory topic*
Answer changes from person to person	*Correct way of answering*
Emotional relation established	*Obligation and stress*
Teacher's way of thinking	*Student's (/self) thinking*
Interesting, enjoyable and awakes curiosity	*Obligatory, disliked and stressful*

Resembling some of Nil and Seda's constructs, Lara also focussed on topic selection as an important decision in the research process as she considered it as a determining factor for enjoying the research task. As we see above (and given that Lara too favoured her emergent constructs), Lara preferred choosing the research topic herself (*self-chosen topic*) which would inevitably be of some interest to her (*interesting, enjoyable and awakes curiosity*). Lara additionally expressed her enjoyment in being exposed to new, stimulating concepts or issues frequently (*variety in topics*) as she 'loved learning new things, regardless of the topic'. Like Nil and Seda, Lara valued opportunities for broadening her perspective by means of new information.

> *If you sat me down and lectured me about, say, the internal affairs of Germany, I would listen to you, all ears* – [new information] *interests me* […] [because] *we develop perspective.*

Even so, Lara did appreciate those research activities in which she needed to (or was asked to) focus on one concept or issue (*one topic*) as she associated the time and effort

paid in deep study of a topic with learning thoroughly (*thorough learning*), building knowledge and developing command. In the same vein, Lara articulated (like Nil and Seda) the importance she perceived in the time allowed for a given research assignment (*sufficient time*) as an influential factor in the comprehensive scrutiny of the research topic.

Yet another construct of Lara's that resembles a construct generated by Seda related to the adoption of the teacher's perspective (*Teacher's way of thinking*) in inquiry as opposed to the learner's/ student-teacher's perspective. Lara mentioned the alternative act of role-switching to 'think like a teacher' and concentrate on problem-solving, temporarily suspending her grade concerns as a university student. Lara, however, did not associate those elements that she explicitly labelled as research and considered more comprehensive (*Shadowing Day* and *Language Anxiety Research*) too closely with 'teacher's perspective'. Rather, she focussed on the final write-up of the research work involved and its formal assessment which, for Lara, was more grade-concerns driven than problem-solving through 'teacher's thinking'.

> *Here* [LSP element] *we thought about our students but for these* [SDR and LAR elements] *we think about ourselves, I mean, preparing well, taking care of your grammar* [in the research report] *so that you get a good grade*.

What seems like a rather technical/mechanical outlook articulated by Lara above regarding the reading and writing aspects of the two RepGrid elements representing 'real' research was extended by means of her '*correct way of answering*' and '*literature review*' constructs. These elucidated how Lara conceptualised engaging *with* research (reading) with an aim of writing up *about* academic literature (which she set against the unsystematic web-based information gathering she engaged in for self-study/learning purposes – *topic search and review*). Below, Lara contrasted writing with the purpose of summarising literature and of what could be interpreted as

reflection, commenting on the predictable nature of the former and the less structured, subjective nature of the latter.

> *Here* [TR element] *we wrote about the challenges we had. We cannot possibly match those with any other previous – I mean your obstacles may be different from mine. It changes from person to person so of course it will be different when written too.* […] [But] *here* [SDR and LAR elements] *it cannot change because there are studies done previously – a background. By obligation you should lean on those to do your own study.* […] [So] *there is roughly a correct way of writing it up.*

In the following extract, we also see that Lara saw the reading and writing up process as a linear one which would mostly demand more processing and reporting written information than reacting critically to what was read. Lara's remark below also appears reminiscent of Alp's understanding of formally published knowledge as indisputable (Chapter V).

> *I read, I understood and then I wrote. The person* [author] *would have explained all anyway*.

It hence appears that Lara perceived the structure and systematicity entailed in doing and writing up a literature review (as part of researching) to be predictable and rather restrictive of her creative writing in the reflection-on-experience terms. Earlier, Nil also articulated that she did not consider formally written up research as 'creative' or 'innovative' (6.3.2). Simply put, Lara could not see any place for personal reflection (subjectivity) in the final, comprehensive research report. Yet Lara valued the time invested in engaging *with* research on a particular subject as she associated it with thorough learning and expanding knowledge.

> *Reviewing literature is like filling up a warehouse. You store up your knowledge over time, in advance* [of writing].

However, in the light of her final construct, '*emotional relation established*' (vs. '*obligation and stress*'), we understand that Lara did value the presence and expression

of personal reflections in the research process even though she believed that there was no room for it in the research product. For instance, Lara commented positively on the experience of preparing and delivering a public presentation on the topic of Village Institutions of Turkey and disseminating her research report voluntarily (6.5.3). She particularly enjoyed the reaction of some members of the audience following the video clips played featuring former students of these institutions (like Lara's grandfather).

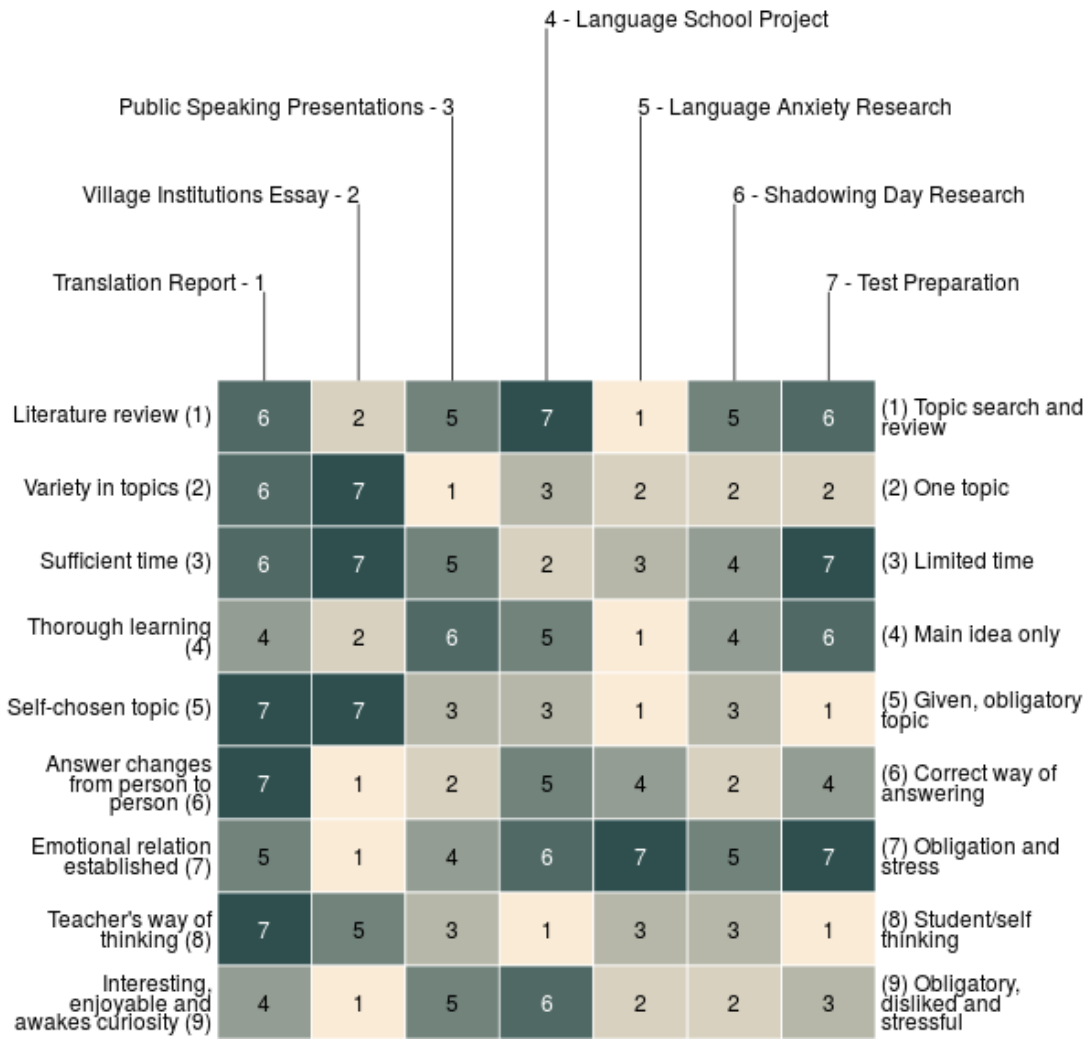
> *The* [module] *assignment was completed in a short time. But because of the presentation* [preparation period] *I learned even more about it* [topic]. [While presenting] *we saw people wiping away a tear. One actually told us later that he would go home and do more research. Some others congratulated us.*

We thus understand that Lara's urge to extend and disseminate her research report on the topic that she related to at a personal level was well rewarded given her observation of others' interest and emotional reactions in turn. In Chapter V, I mentioned that Seda and Nil similarly prepared and displayed a research 'poster' (as reported by Seda) at will (presumably) after being encouraged to disseminate their AWaRS research outcomes by a research participant (a Prep-School instructor) (5.4.4.2).

6.5.5 Lara's Evaluation of AWaRS with Respect to her Favoured Constructs

Lara's RepGrid matrix (elements, constructs and ratings) is presented next.

Figure 19: Lara's RepGrid Matrix



6.5.5.1 Literature Review versus Topic Search and Review

Lara was the only participant who differentiated, by means of construct generation and labelling, between unsystematic and systematic review of a topic of inquiry. As can be seen above, she identified the former less with being scholarly and, by implication, evidence-informed and reliable. Unsurprisingly, then, Lara rated the element representative of the AWaRS research project (*Language Anxiety Research*) 1 for having included a systematic literature review besides (presumably) her self-study of the research topic.

6.5.5.2 Variety in Topics versus One Topic

This construct of Lara's was concerned with the extent to which the module (as the context of the research activity) covered various, stimulating subjects throughout the academic term. With a rating of 2, Lara indicated that AWaRS, covering several research-related issues (planning, conducting, analysing, reporting), succeeded at that. However, perhaps because most of what was covered in AWaRS sessions was concerned with reporting research, Lara avoided the extreme rating of 1.

6.5.5.3 Sufficient Time versus Limited Time

Lara construed availability of sufficient time as an important factor in completing a 'good' piece of research work (like Nil and Seda). However, with a rating of 3, Lara showed that she was almost hesitant to conclude whether time was sufficient to meet the AWaRS requirements. This was in keeping with her previous (observed) remark in Chapter V: '*the girls* [Lara and Ayda] *don't even have time to take a shower because of the workload*' (5.4.2.2). Even so, Lara (and Ayda) passed AWaRS without any major obstacle (other than Ayda's PC-crash resulting in the loss of some of their work).

6.5.5.4 Thorough Learning versus Main Idea Only

This construct of Lara's demonstrated a perceived value of comprehensive exploration of a single topic of inquiry over a relatively extended period of time. Lara picked out the scrutiny of 'even' alternative definitions of a single concept as an indicator of thorough learning and self-development. Furthermore, Lara saw this exploration process as self-directed and hence construed a sense of ownership of its final presentation in several possible forms (orally presented to an audience, noted down, written as a report, discussed socially etc.) that would stand for what she *herself* 'found' about the topic. Lara's element that signified the AWaRS experience received

an assertive 1 in this regard. Presumably, then, Lara felt that she practiced discretion (with Ayda) during the research process and engaged in self- (and co-) directed decision-making which in turn resulted in an elevated sense of ownership and initiative.

6.5.5.5 Self-chosen Topic versus Given, Obligatory Topic

Like Seda earlier, Lara also drew a distinction between an imposed and self-chosen research topic. Like Seda again, Lara, going for a rating of 2, hinted at her perception of the AWaRS experience as including variety in terms of possible research topics, even though the topic to be investigated was determined by the STs' self-identification of a suitable questionnaire. Perhaps, like Seda might have done, Lara reflected on the selection process of the questionnaire which, to some degree, did not truly impose a specific topic because *any* suitable questionnaire was acceptable. When we look at Lara's other ratings for the said construct, we see that the elements (activities) with higher ratings of 6 and 7 were those in which the inquiry topics were strictly selected and assigned by the tutor.

6.5.5.6 Answer Changes from Person to Person versus Correct Way of Answering

Lara was the only interview participant to have generated a construct like the above that hinted at an emerging understanding of reflection as part of research (subjectivity). However, it is important for us to remember Seda's (observed) questions to Dr Sezer about 'where to write about research experiences' (Chapter V). Lara's rating of the concerned element was 4, indicating uncertainty. Therefore, it seemed that she was unsure whether the AWaRS research experience offered any room for subjective reflection, particularly (and presumably), reflective writing. In fact, Lara's opposite construct above (correctness) does allude to a perception focussed on the writing aspect of research. This is not very surprising considering that an intended reflective

journal keeping requirement was omitted in AWaRS and was never mentioned in class.

6.5.5.7 Emotional Relation Established versus Obligation and Stress

This is the only construct of Lara's whose scale on which the *Language Anxiety Research* element performed very poorly (rated 7, fully representative of the unfavourable construct). Lara apparently could not relate to the content or participants (among other possible aspects) of her research at a personal level, that is, 'find herself in' it and reflect on her own experiences of the issues her research covered and the persons it re-represented. This is indeed an interesting finding because Lara contradicted herself by rating the said element highly (3 and 2 respectively) in relation to 'teachers' way of thinking' (6.5.5.8, next) and 'curiosity', 'interest' and 'enjoyment' (6.5.5.9, later).

6.5.5.8 Teacher's Way of Thinking versus Student's (/Self) Thinking

This construct of Lara's resembles Seda's '*teacher* versus *student role*'. Apparently Lara drew a distinction in construct terms between being a student-teacher and an undergraduate student. She seemed to have appreciated those research and inquiry activities that helped her to think like a teacher and ask pedagogical questions. Lara predictably regarded activities of such nature as more beneficial for her future career. Her *Language Anxiety Research* element was rated 3 on this construct scale, signalling Lara's proximity to uncertainty in term of her valued 'teacherly' feeling. However, the fact that she avoided a rating of 4 somehow illustrates that the feeling was vaguely present (probably because the research topic was ELT-related). As I argued in the previous chapter, research was not explicitly framed in AWaRS as something potentially relevant for a teacher but more as an academic pursuit.

6.5.5.9 Interesting, Enjoyable and Awakes Curiosity versus Obligatory, Disliked and Stressful

Lara, with a rating of 2, thought highly of the research experience provided by AWaRS in terms of enjoyment. She presumably felt interested and enthusiastic as there was an element of 'curiosity' regarding the research outcomes (i.e. the findings) which Lara seemed to have appreciated. Even so, as I mentioned earlier, Lara's self-contradiction in this regard makes drawing a conclusion difficult (see 6.5.5.7).

6.6 Ayda

6.6.1 Introduction

With respect to the other STs, Ayda was rather reticent. She would select her words for self-expression very carefully and after good contemplation and self-screening (e.g. '*How do I put it?*', '*I should say…*', '*What is the word for…?*', '*I will say … but I mean…*'). As the interviewer, it seemed to me as though Ayda wanted to provide me with the 'best' expressions for my records – those which would fully represent her thought processes. I particularly observed these hesitations of Ayda's when she used to pause several times to ask me: '*Am I giving you good information?*', '*Is this useful for you?*', '*Do I make sense*?' to which I would repeatedly respond, saying: '*Of course, in this method* [the RepGrid] *whatever you say goes*' to give her assurance of our progress. As we will see shortly, Ayda's final list of constructs came out as the most succinct – yet deeply thought-over – one among the rest. Ayda, therefore, came across as quite introverted and rather conscious and controlling of her self-expressions.

6.6.2 Ayda's Initial Reactions to 'Research'

Ayda initially conceptualised research as something that gives people professional 'credibility'. For ELT practitioners specifically, Ayda thought that being research active was a 'necessity' to keep up with the developments in the field and to promote self-growth.

> *A teacher cannot say: 'Well, I've already learned at university how this* [teaching] *works' and just keep going with closed eyes. They need to improve themselves. Everything is changing so quickly.*

Although Ayda associated keeping up with changes in education with following research literature, she thought that expecting ELT practitioners not affiliated with any academic institution (i.e. primary, secondary and high-school teachers) to engage with literature on top of their teaching commitments was something, in her words, 'utopic' and unrealistic. Ayda believed that, by and large, teachers were too pre-occupied with 'paying bills and making ends meet' to engage in 'philosophical thoughts' on a daily basis.

For Ayda, a researcher was someone who 'enjoys questioning the what, why and how of things' because of an ever-present refusal of 'accepting things as they are'. A constant urge for 'change' and 'improvement' was also a hallmark of a good researcher in Ayda's opinion. When asked if she self-identified as a researcher, Ayda did not think twice to say 'not at all' even though our interviews took place towards the end of AWaRS and it was Ayda's third time of taking the module.

> *Research is a fathomless ocean. We just got the tiniest drop from it.* […] *I dare not call myself a researcher. That'd be an insult to researchers. I don't think I have got that education or competence yet. Maybe if I do an MA and PhD – only then.*

6.6.3 Ayda's Elements: 'Research and research-related activities that I did/do'

Ayda generated six elements to stand for the research and research-related activities she engaged in post-enrolment. Except for the *Anxiety Research* element (AWaRS' major project), none of Ayda's other elements included any fieldwork with research participants and she graduated (presumably) with the AWaRS experience as her single 'complete' research endeavour.

Table 24: Ayda's Elements in the 'Research and Research-Related Activities that I Did/Do' Context

Element Label	Key Points Raised by Ayda
Educational Psychology Literature Review	-Topic selection -Search for academic sources (library-based, first time experience) -Writing a brief (2-3 pages) review/essay based on found references in relation to the topic (*Who said/found what? What views are there?*) -Felt like 'mini research'
Contrastive Linguistics Reports	-Weekly assignments -Identifying various 'real-life' linguistic contexts (shop names, road signs, restaurant menus, movie subtitles etc.) and looking for any mistranslations between Turkish and English -Taking photos/notes of these mistranslations/ poor translations -Writing reports of possible underlying reasons for the identified mistranslations
Anxiety Research	-Current, ongoing research project (in AWaRS) -Truly advanced and feels professional -Beyond the previous research experiences
Language Acquisition Debates	-Tutor-led self-study of the weekly lecture topics (*What else is there about the covered topic?*) -Online search for any further interesting information about the topic (e.g. Wikipedia, Google, Google Scholar) -Bringing written notes of any interesting information back to class for the next session -Sharing and discussing the information brought by students 'like a debate'
Materials Adaptation Project	-Putting theoretical knowledge into practice -Topic selection (*What to teach?*) -Library search of ELT Textbooks and other ELT materials -Reviewing found sources (chapter structures, sequencing of units, topics covered etc.) -Making adaptations and assembling/creating own materials (a booklet in final form)

Modern Thought Self-Study	-Had to read many academic articles about philosophical movements -Articles written back in previous centuries (difficult language) -Own online search for other sources written in easier language for own understanding (*Who is the scholar/thinker? What are the foundations of their philosophy?*) -Had to understand the essentials first to be able to explain later in exam

***Educational Psychology Literature Review*:** Ayda engaged in a small-scale review of academic literature as part of the module requirements of the second-year *Educational Psychology* module. She selected a suitable topic related to Educational Psychology and prepared a report/essay of maximum five pages to address descriptive questions like '*Who said what about my topic*?' and '*What did researchers find about my topic?*'. The assignment required library books as references so Ayda, for the first time she said, undertook a library search.

> *I can't recall properly but it felt like mini research to us. We were freshly introduced to the act of searching for sources.* […] *We were like fish out of water because we had no research foundations.*

***Contrastive Linguistics Reports*:** These stood for the weekly assignments of the third-year *Contrastive Turkish-English Structure* module. Before every session, Ayda and others were asked to bring 'real-life' Turkish examples of misused, erroneous or mistranslated English for in-class discussion and report writing. Ayda used the expression 'sort of research' to denote how she perceived the seeking act of the required 'examples'.

***Anxiety Research*:** signified the research project assigned in the observed AWaRS module for which Ayda paired up with Lara. They chose the topic of Language Anxiety as their focus of inquiry and collected data from English language students on campus through a questionnaire and semi-structured interviews. As a self-identified

introvert, Ayda was grateful that Lara owned and managed the fieldwork on their behalf.

> *I think we made good partners with Lara. I wrote and she did the outside work* [fieldwork]*. I couldn't have done it without her.*

***Language Acquisition Debates*:** The third-year *Language Acquisition* module had Ayda to engage in a self-study of the topics covered in class. Frequent 'online research' assignments comprised the STs going online and finding alternative sources on the topic of the week for future discussion in class.

> *It felt like research at the time because it gave a sense like 'oh well, we just learned about this topic in class, let's keep searching and learn more'.*

***Materials Adaptation Project*:** An end-of-term project for the fourth-year module *Materials Adaptation and Development* incorporated a research of published and accessible ELT materials for hands-on adaptation practice purposes. Ayda explained that a pre-project phase of library and online research was conducted to first locate and identify suitable ELT materials and then review these in the light of the theories taught in the module, and finally assemble a booklet of adapted materials (individual tasks, visuals, unit sections) for submission.

***Modern Thought Self-Study*:** Ayda's final element represented the self-study she engaged in to support her understanding of the 'complicated and difficult' academic articles she read about philosophical movements (e.g. modernism, existentialism) in partial fulfilment of the fourth-year *Schools of Modern Thought* module. Ayda explained that the articles were mostly dated and written in too difficult a language for her to grasp meaning fully. Hence, she said, she undertook her own online research to locate web sources that described modern thought more concisely and plainly. Ayda

thought that this was necessary to succeed at the module's examinations which tested the retained knowledge of the topics covered.

> *I was trying to find out for myself who these people* [thinkers] *were, what the building blocks of their philosophy were in easy terms. There was such intensity in the module readings.*

6.6.4 Ayda's Constructs: Triadic Elicitation

As I mentioned earlier, Ayda's set of constructs came out to be the fewest yet relatively more refined than those of the other STs'. Ayda construed her research experiences (elements) as below.

Table 25: Ayda's Constructs Elicited via the Triadic Method

Emergent Pole	Contrast Pole
Module and content internalised	*Up-in-air, memorised knowledge*
Professionalism	*Incompleteness*
Broadens perspective	*Did/accepted what was told/shown*
Developing awareness	*Left uninformed*
Practical knowledge (daily life)	*Technical and academic knowledge*

By way of her '*module and content internalised*' versus '*up-in-air, memorised knowledge*' constructs, Ayda perhaps differentiated between deep, permanent and shallow, temporary engagement with knowledge.

> *I need to internalise knowledge. What enables me to do that, I think, are diverse sources – be it academic or not. I have to read, watch about something widely* […] *so it becomes my knowledge for life. Otherwise I can say that whatever knowledge I gain is memorised and so vanishes.*

Observing Ayda's above emphasis on diverse sources of knowledge widely representing a given subject, it appears plausible to find Ayda's differentiation between '*broadens perspective*' versus '*did/accepted what was told/shown*' in her set

of constructs. Below, Ayda and I tried to refine and deepen the former construct in the specific context of her *Materials Adaptation Project* element.

> *Ayda: So when I look at a material now, or a book in general, I see it in a different light. I mean, give it to the next person and all they'll see may be the visuals or length of it or whatever.* […] *But how do we see it? What's the method used? With what intentions? What perspective might have resulted in the method choice? I can ask these things.*
>
> *Ceren: Hmm.*
>
> *Ceren: Does this relate at all to what you said, when we started, about a good researcher's ability to question things?*
>
> *Ayda: Yes. Absolutely. I think it was beneficial in that sense – not only for modules but for life, really. It developed our questioning. Yes.*

As can be seen, Ayda (unlike Lara, previously and Alp, earlier) seemed to have valued the ability to question, that is, react critically to published knowledge.

Moving on, Ayda's '*professionalism*' versus '*incompleteness*' construct appeared to have built on her initial reaction to the word 'research' as something that bestows professional credibility on individuals (6.6.2). In fact, the concerned construct pair emerged as Ayda was discussing an element triad that included the AWaRS research project. She exemplified (below) her conception of professionalism with reference to engagement with academic literature, identification of a possible gap in the knowledge about the area of investigation and 'working with evidence'.

> *With tutor Sezer we set off with the aim of contributing to literature, like, what are the gaps in it about our thing? Can we fill them, can we not? This was more of a professional approach because, how do I put it, we had our own research too so we were working with evidence.*

On the contrary, Ayda thought that working with information solely (i.e. 'reading literature and writing about it') for self-study and learning/exploration purposes would be '*incomplete*' engagement with knowledge.

Concerning her '*developing awareness*' versus '*left uninformed*' constructs, Ayda emphasised learning to notice. She conceptualised awareness in terms of becoming able to adapt and relate what she learned during the many phases of research to think about and question what meets the eye.

> *It's about when I read, listen to or watch something – not looking at them with blinders. Being able to say: 'Ooh this is what's been intended here', seeing things for what they are. I think this is a frame of mind that I've been developing.*

Ayda, by contrast, reported a sense of 'not understanding fully' and hence of being '*left uninformed*' of alternative perspectives and meaning. Ayda then used the word 'gullible' to describe the prevailing sense that arose when she felt that she did not read enough or know enough about a topic of concern.

Finally, Ayda differentiated between '*practical knowledge (daily life)*' versus '*technical and academic knowledge*'. With regards to research – while construing the elements *Educational Psychology Literature Review, Anxiety Research* versus *Contrastive Linguistics Reports* specifically – Ayda commented that she had been developing technical and academic knowledge and skills (e.g. 'how to write up a literature review?', 'APA style referencing', 'how to integrate and discuss quotations in writing?') which she valued on the basis of her previously discussed understanding of professionalism as well as any future research-related endeavours (e.g. PG degree studies). Even so, Ayda placed more importance on those aspects of researching that she could adapt and relate to 'real' life.

> *All those theories we learned about in Applied Linguistics, I mean, you see a mistranslation or language error in real life – is it syntactical? Morphological? What is it? You become able to tell because you have the foundations.*

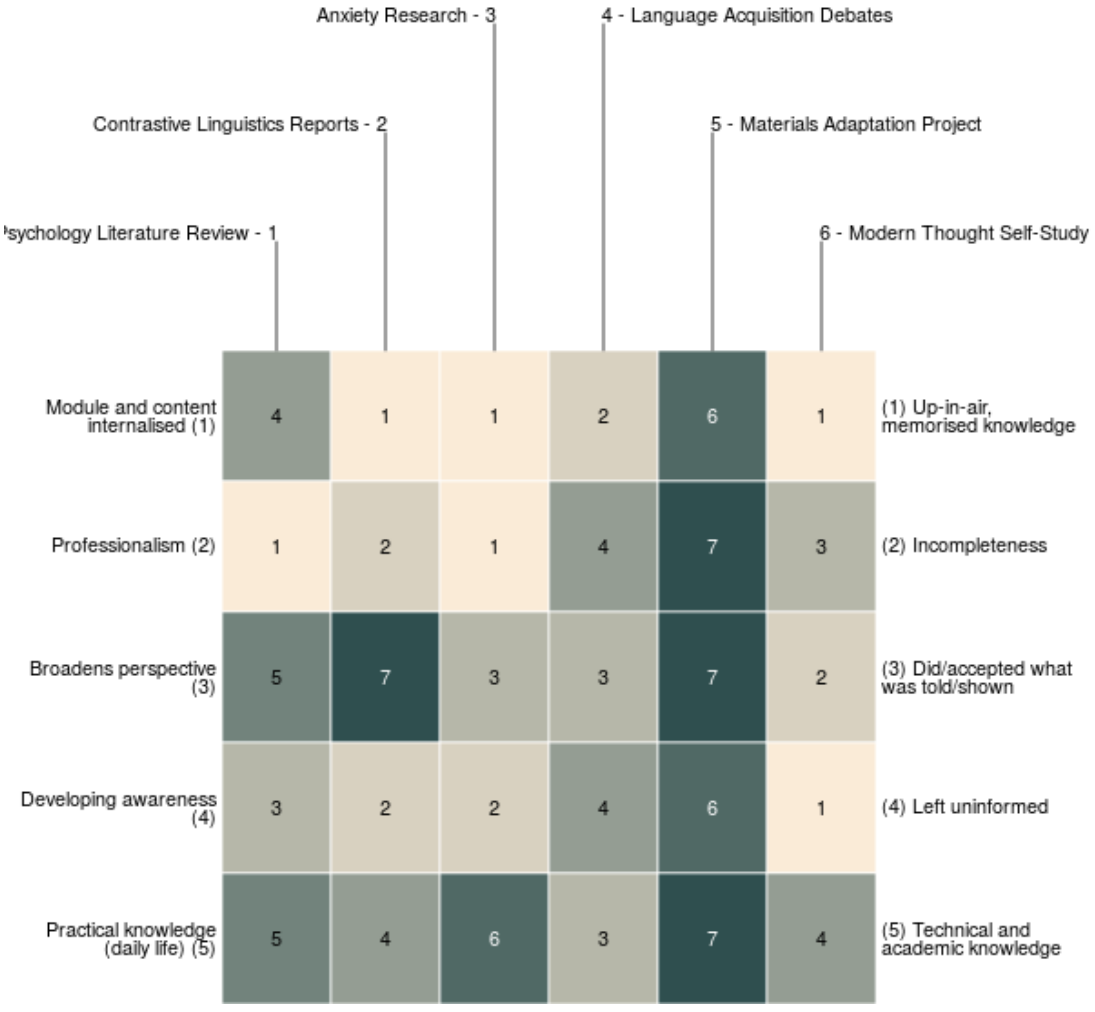
A way of interpreting Ayda's example above could be to draw on the longstanding discussion of the connections between theory and practice. Ayda, in that sense,

appeared appreciative of being enabled to develop the scholarly, and, in her previous words, 'credible' ways of thinking *and* expression to theorise language-related (and by extension, language teaching-related) matters. Her mentioning of 'real life' perhaps indicated that she conceptualised the theoretical underpinnings of an issue/event as more abstract and imprecise.

6.6.5 Ayda's Evaluation of AWaRS with Respect to her Favoured Constructs

Ayda's RepGrid matrix (elements, constructs and ratings) is presented below.

Figure 20: Ayda's RepGrid Matrix



6.6.5.1 Course and Contents Internalised versus Up-in-air, Memorised Knowledge

Ayda rated her *Anxiety Research* element 1 on the above construct scale. She, therefore, must have had the impression that she completely internalised what AWaRS offered in terms of content and learning. Ayda valued the ability to internalise and learn permanently the research knowledge and critical abilities facilitated by those modules that had been somewhat research inclusive. She held that developing such knowledge and skills would benefit individuals in their professional lives as they would be known and appreciated for their questioning capability, reflective thinking and potential to initiate change at some level.

6.6.5.2 Professionalism versus Incompleteness

Like the previous rating, Ayda conceptualised the AWaRS experience to have facilitated professionalism (rated 1) which she refined in terms of working with reliable evidence and not unfounded information. In Ayda's understanding, professionals were reliable and well-informed individuals in the know of multiple, evidenced perspectives and hence less prone to gullibility. However, it is important to remind ourselves that Ayda found it extremely difficult to self-identify either as a researcher or a professional despite her high rating of the said element as representative of AWaRS.

6.6.5.3 Broadens Perspective versus Did/Accepted what was Told/Shown

Going for a rating of 3, Ayda signalled that she was almost uncertain whether the AWaRS experience broadened her perspective of the general research topic and fully developed her conceptual questioning skills. Even though she saw a critique and learning value in the research process (6.6.5.1), perhaps its rather prescribed framing and implementation in the context of AWaRS did not truly match Ayda's expectations

(i.e. '*did what was told*' opposite construct). This finding, therefore, appeared somewhat self-contradictory.

6.6.5.4 Developing Awareness versus Left Uninformed

Despite the previous rating, with a rating of 2 for the above, Ayda gave the AWaRS experience good credit in terms of developing questioning skills in the particular context of working with one's own data as evidence. Ayda reported her appreciation of learning how to 'push and pull' and interpret data and question 'that which meets your eye'.

6.6.5.5 Practical Knowledge (Daily Life) versus Technical and Academic Knowledge

Ayda's final, rather poor rating of 6 for the above construct stood out with respect to her other ratings (1, 2 and 3) for the concerned element. Even though Ayda believed that she fully internalised the AWaRS module's content, which denoted permanent learning in her view (first construct), she could not fundamentally associate the AWaRS experience with viability in terms of making it 'a part of herself' and her life. On the contrary, Ayda's low rating indicated that she associated the AWaRS experience more closely with the restrictions and conventions of the academic mode of undertaking and presenting research and thus construed that such 'technical' knowledge would not be sustainable in the long run unless she stayed research active.

6.7. Summary

This chapter dealt with four student-teachers' RepGrid data that illuminated the perceived 'realities' of research in the case study context, including aspects of their constructions of the observed AWaRS module (Chapter V). The findings suggested that all of the STs looked favourably on research but with reservations. They associated research with such shared notions as learning, self-cultivation and increased

personal and professional status. Only Seda appeared to view research having the prominent function of proving/verification (i.e. hypothesis testing). Lara and Ayda additionally commented on the contribution and impact (change and improvement) potential and value in genuinely interesting and needed research. Even so, none of the STs self-identified as researchers on account of either lack of time and patience (Nil, Seda, Lara) or competence (Ayda). Lara and Ayda additionally mentioned the abstract nature of theory inherent in research which they perceived to be dishearteningly complicated and philosophical for teachers. Likewise, Nil questioned the overall worth of research efforts when she observed that the rewards were insignificant. All STs nevertheless looked up to 'real' researchers (PG students and academics) and pictured them as dedicated, patient, curious and questioning intellectuals adept at utilising physical and online resources efficiently. Lara additionally mentioned their ability to suppress presumptions and embrace uncertainty, and Ayda highlighted their urge for change and improvement (i.e. bestirring the established norms).

As for the array of activities that the STs considered as research (RepGrid elements), the findings were almost unanimous. All STs expressed the view that a simple internet search and note-taking for self-study purposes constituted research as much as a formally written-up and presented work of systematic, empirical inquiry (e.g. data collection from research participants). Other activities in between these two extremes included essay/report writing, oral presentations and debates, classroom observation (Lara only), project-based assignments (e.g. lesson planning, materials development), basic linguistic analyses (e.g. translation) and even test preparation.

As for how the STs construed the research activities they engaged in post-enrolment, some variation prevailed inevitably, owing to the flexibility that the RepGrid method allowed in terms of participant responses. Even so, shared opinions were identified as

well. Three STs (Nil, Seda, Lara) mentioned *time* as an important factor to consider in learning to do/doing research. The same STs also showed virtual agreement on *interest* as crucial to trigger and sustain motivation throughout the challenging research processes. Next, all four STs seemed to have expressed a *sense of learning* in their own terms (permanent learning, thorough learning, sensing benefits, internalisation) as a vital constituent that enabled them to clearly see the purpose and worth of research engagement in the long run. The *topic* of the inquiry and whether this was *self-chosen* (versus tutor assigned) among various possible ones also seemed to have importance and value according to Nil, Seda and Lara. Two of the STs (Seda and Lara) clearly showed awareness of the possible *roles* (*identities*) that various research tasks had them to assume in their differentiation between the teacher's role, researcher's role and undergraduate student's role. Likewise, though less directly, Ayda construed *professionalism* as a distinct characteristic of being a 'credible' researcher 'working with evidence'. Nil and Seda additionally hinted at the *social* aspect of researching and the sharing of research (via interaction, communication, feedback) that they valued. Seda, Lara and Ayda's constructs of 'inter-modular connections', 'literature review', 'developing awareness' and 'perspective' built on the STs' favouring of exploring alternative, detailed and clashing viewpoints on a single subject under scrutiny. The STs' other constructs appeared less amenable to grouping for summarising purposes. Nil, for instance, saw value in *process*-orientation (versus product-orientation) during the research endeavour, believing in the importance of sharing and discussing individual experiences in the due course. Lara's '*emotional relation*' construct was also an interesting one that denoted the valued presence of personal and affective connections with the research subject and participants. In fact, in a much less sentimental way, Ayda construed '*practical knowledge*' to indicate the

instances when she could conveniently relate the conceptual/abstract knowledge gained from research engagement to her personal, daily life. Other 'odd' constructs by the STs were namely '*samples and examples*' and '*confidence*' (Nil), '*perfectly done/successful*' (Seda), '*person-to-person variance of experiences and narrations*' (Lara).

Moreover, the STs' RepGrid matrices illustrated that their AWaRS research experience, which they presumably encapsulated in their respective elements (i.e. *Deep Research Project*, *Prep-School Project*, *Language Anxiety Research* and *Anxiety Research*), performed well in rating terms given their numerical proximity to the STs' preferred poles of constructs. This finding suggested that the STs held an overall positive outlook on AWaRS as a 'good' research education experience in the sense that each ST defined it. Some self-contradictions did however appear between how the STs evaluated their AWaRS experience and the data that emerged from my classroom observations. These will be discussed at greater length in the next chapter.

CHAPTER VII

Discussion

7.1 Introduction

In this chapter, I start with discussing the findings of the case study firstly by re-visiting the research questions sequentially (7.2) (see also 2.6) with reference to the previous studies reviewed in Chapter II. Next, I continue by looking into the extent of in/congruence between the three research education (RE) 'reality' domains in the case study context (7.3). In the same section, I also consider the implications of the major findings for the local UBITE policy and practice. Later, I re-visit the notion of 'desirable' RE provision for teacher candidates in the light of the key implications of the case study's empirical outcomes (7.4).

7.2 Re-visiting the Research Questions

One of the strengths of the present study is the various RE-related research questions it addresses in a single empirical work of research. Additionally, only a few of these had been addressed or asked before in the previous ELTE literature. What follows, then, is an analytical reconsideration of the research questions of the case study in relation to the relevant literature.

7.2.1 What is the formally stated place of research education in the Turkish HEC-supervised initial ELTE programme in North Cyprus?

Raising this main question signified a truly original point of departure for RE in initial TE-related inquiry in the immediate and extended geographical contexts of the present study (North Cyprus and Turkey). When de-contextualised, the question still holds value regarding the formally stated place of RE in other countries where initial (EL)TE

is standardised by a central body (e.g. The Turkish HEC). As in most other sub-areas of the RE in TE research field, this denotes an important knowledge gap yet to be addressed.

I have found as a result of the case study that the formally re-represented RE in TE mindset in the context is relatively nascent and narrow. Firstly, it is nascent because even decades after the introduction of (largely implied) RE as a teacher education and professional development aim in the local, re-represented TE policies, explicitly intended and methodical RE appears exceptionally underrepresented in the local (EL)TE curricula (i.e. a single module in a curriculum of 50-plus modules). Secondly, the mindset is narrow because the re-articulated (and sparsely presented) justifications for educating and 'having' (classroom-) research capable and active teachers do not seem to go beyond a generic promulgation of the *idea* of research simply as a desirable intellectual activity with grassroots potential of educational change and advancement. The *why* and *how* of this formally constructed glorification of teachers' research activity (among other possible quests) were, however, left unexplained at the local (EL)TE policy level. Therefore, regarding those researchers who found remarkably prescriptive and specific dictations at the national or stake-holder levels concerning research and inquiry oriented teacher education and development goals and content in their contexts (2.2 and 2.3.3), this study indicated a reverse situation.

7.2.1.1 What mentions of research education are there, if at all, in the Turkish HEC's selected documents of UBITE history and practice?

The analysis of the official HEC documents revealed that the few RE-related extracts identified appeared in the contexts of the two TE reforms in Turkey, in generic discussions of the reformed TE aims and objectives. Additional references were made to RE in the context of HEC's near-future agenda for local TE (e.g. rendering future

UBITE curricula more research and inquiry oriented). As I discussed above, incidental and shallow descriptions of the 'officially' construed research activities by teachers (e.g. 'research knowledge development', 'following/reading published research', 'research and development activities') tend to give the audience of the formal documents the impression of more wishful thinking than precisely envisioned, exemplified and intended solid action at the TE policy level. Moreover, where discussed in the official documents, research capable and active teachers were identified as 'intellectuals', 'problem solvers' and 'professionals'. Once again, as none of these notions were thoroughly defined or exemplified, it appeared unclear why and how these teacher qualities, in whatever sense conceptualised at the policy level, must be celebrated and facilitated through initial and continuous teacher education and development enterprises in the context. In section 2.3.2, I quoted Crawford-Garrett *et al.* (2015) who used the very terms to argue that 'teacher educators must mobilize frameworks that position pre-service teachers as researchers, *intellectuals* and *problem-solvers* capable of transforming localized practice through systemic inquiry'. (Crawford-Garrett *et al*., 2015: 16, emphases added). In this sense, whether a transformation of the local education is at all a HEC vision with implications for UBITE shall perhaps (and hopefully) be addressed in the future studies.

7.2.1.2 What are the modules in the initial ELTE programme's national curricula models that are explicitly framed to involve research education?

I have found that, historically, two modules in the national curricula versions of the local BA in ELT degree studies have proclaimed an explicit role of RE. These were, namely, the first-year *Advanced Reading and Writing II* (ARaW II) and the third-year *Scientific Research Methods* (SRM) modules. While the former was a fixed, irreplaceable Subject Matter module which envisioned partial and basic RE, the latter,

which had comprehensive RE at heart, was a flexible, replaceable – and thus arguably marginalised – General Culture module. Healey and Jenkins (2009) argue for the mainstreaming of RE inclusive modules across *all* BA-level subjects (see 2.4), including university-based teacher preparation (Kinkead, 2003). Further to that, drawing on the relevant findings of this study, I suggest that it is equally important to consider and re-consider habitually the formal conceptualisation(s), nature and aftereffects of such 'desirable' organised mainstreaming *as well as* modification acts regarding RE in UBITE. I argue that doing so will shed additional and valuable light on the official *status* conferred on a given RE module (or modules) in a given context and time, even if it has been favourably integrated into curricula, as was the case in the present study.

7.2.1.3 How have these modules evolved in time as reported in the selected HEC documents?

In analysing the previous initial ELTE curricula presented chronologically in the appendices to the official documents, I have found that the two RE inclusive modules underwent modifications regarding their titles and module descriptions (aims and objectives). The current ARaW II was previously titled as *Advanced Writing Skills* until the latest local UBITE reform in 2006. In terms of its RE-related module objectives, I identified a downscaling move from the more advanced professional literacy skills necessary for research and thesis writing to basic information seeking (library and internet search) and research report writing skills. Badke (2012), rather pejoratively, refers to such academic module alterations concerning RE especially (or in his terms, teaching research processes) as 'dumbing down the requirements' (Badke, 2012: 172). He speculates that this move is most observable when there exists a strong perception among decision-makers (e.g. tutors, programme administrators,

policy makers) of 'failure' in terms of, for example, module methods and student interest but perhaps most importantly, when the students' *capability* to engage in 'real' research is mistrusted. This latter assumption could, to a limited degree, account for the abovementioned downscaling of ARaW II's RE objectives. Perhaps the pre-2006 TE reform goals and practices of introducing first-year STs to real, full-load scholarly thinking, researching and writing has in time proved unrealistically ambitious or simply unnecessary. It would hence be interesting if potential key informants from HEC partook in an in-depth qualitative study in near future about the details and justifications of these RE unit modifications analysed in this study. Moving on to the major RE module, the current SRM was previously titled more broadly as *Research Skills.* Regarding module objectives, I have identified an official move toward intensification from the conceptual and practical engagement with research methods and techniques (conceptual and applied knowledge plus active fieldwork) to additionally exploring the foundations of field epistemology and methodology (science history, methodological viewpoints, notions of knowledge and truth). Active engagement in the phases and processes of research (from planning to reporting) remained principal in the past and present SRM module versions. Again, one possible reason underlying this move of intensification of RE aims in SRM could indicate a balancing act with respect to the parallel downscaling of ARaW II's aims as the only other (supplementary) RE module in the curriculum. Also, it could be that an advanced working knowledge of research *paradigm* was seen as key in qualifying the STs to rationally 'argue the link between ontology, epistemology, methodology and method instead of choosing a methodology and fitting everything else around it' (Wagner and Okeke, 2009: 69). However, as we have seen in Chapter V, the latter route to research

planning described by these authors seemed to have been adopted in practice (the observed RE 'reality' domain) (see 7.2.2).

7.2.1.4 How do the latest versions of these national modules compare and contrast with those delivered in the case study context?

In analysing the institutional and module (versus national) versions of the two explicitly intended RE modules, I have found perfect congruence regarding ARaW II objectives, including those concerning basic RE. As for SRM, however, there appeared noteworthy discrepancies. Firstly, the institutional (and module) version of the module was alternatively titled as *Advanced Writing and Research Skills* (AWaRS). Secondly, the national SRM objectives, which were geared towards the scrutiny of field epistemology and methodology, were abandoned completely at the institutional (and module) levels. Rather, the module was re-modelled to emphasise conducting and reporting (writing) research in a more practical than theoretical/foundational sense. I shall discuss this finding in greater detail in the later chapter section about in/congruence (7.3).

7.2.1.5 How binding, if at all, does the key informant (programme vice-coordinator) find the role of national module models on influencing their actual implementation?

The two key informant interviews conducted with Dr Acar, the ELTE programme vice-coordinator at the time of the study, added to the institutional conceptualisations of RE in the context. As a programme representative, Dr Acar described her personal interpretation of the TE curriculum decisions by HEC and how strongly or directly these influenced the enactment of the actual curriculum. Dr Acar did not perceive RE to be a pedagogical priority in the programme but nevertheless mentioned that, to her knowledge, teacher educators (including herself) used discretion as regards integrating research or research-related activities into the modules they delivered. Dr Acar further

gave credence to the educational value of research for teachers and teacher candidates alike; and hence supported the idea of student-teachers' active engagement in self-directed research as part of their academic ELTE studies. Dr Acar, therefore, did not believe that HEC regulations could interfere dramatically with the content of modules if a tutor was willing to organise it alternatively, within reason. This finding is in keeping with the ideas expressed by Brain *et al.* (2006) (among others) on the notion of teachers (and teacher educators) as active policy mediators (see 2.3.3). These scholars argued that when both education policy (goals) and practice (means) are centrally prescribed, 'policy success depends on the strength of its imposition in relation to teachers' professional strength to resist, or modify, government orders' (Brain *et al.*, 2006: 413). Dr Acar's remarks suggested that in the case study context, teacher educators did have this professional discretion and strength to at least modify, if not entirely substitute, the goals and means of enforced pedagogy (e.g. module titles and brief descriptions) in a reflective act of mediating external regulation and maintaining 'a personal pedagogy of teacher education' (Tillema and Kremer-Hayon, 2005) informed by their own values and judgement (Hulme 2007, Biesta 2015). This in turn implied that an environment of completely unchallenged conformity to policy dictations did not seem to exist at the institutional level. As such, integrating more explicitly intended RE activities into various other modules in the curriculum did not seem as an unrealistic idea in the context.

7.2.2 How is explicit research education implemented in initial ELTE in the case study context?

As I restated throughout the thesis, the research question above in particular has apparently been addressed empirically in university-based, pre- and in-service ELTE only by a handful of researchers. Furthermore, exceptionally few of these already

sparse studies were conducted and reported by a relatively more detached researcher, that is, someone other than the module tutor(s) (e.g. Reis-Jorge, 1999). It is, therefore, a strength of this case study that an 'outsider' researcher conducted the investigation into a RE unit and did so through a more naturalistic method of inquiry (*in situ* classroom observations) than those utilised by the previous researchers (e.g. pre- and post-module questionnaires) (see 2.3.5 and 2.3.6).

In response to the above research question, I found that explicitly intended RE was implemented through a single module in the BA in ELT curriculum (AWaRS) over an academic term (14 weeks), once a week for three consecutive hours (one session). Four additional research paper draft sessions led by the module tutor followed and complemented these sessions. As advocated by several scholars, a 'learning by doing' principle was adopted in AWaRS (Wieting 1975, Ransford and Butler 1982, Takata and Leiting 1987, Longmore *et al*. 1996, Oliver and Whiteman 2008). Both the module syllabus and assessment protocols were designed around the major module requirement – a small-scale, mixed methods research project to be completed, written up and orally presented by the STs in pairs for examination purposes. Originally, a systematic undertaking and recording of the STs' reflections on their research experiences was also intended by means of a 'reflective journal' but this was never enacted in reality. For this and other reasons, in AWaRS, the focus appeared primarily on practical skills acquisition (acting, doing) than immersion in novel forms of being and knowing for the student-researchers (i.e. self-directed problem solving acts associated with researcher's identity development) (Oliver and Whiteman 2008, Brew 2013). To this end, the centering of the module work predominantly upon the major module requirement (the final research report and its presentation) suggested that the main goal in AWaRS was to provide 'a means to an end' – the end being the successful

completion of the module as an academic pursuit rather than the development of a critical, reflective and inquiry oriented mindset in the future English teachers (Freeman 1998, Cochran-Smith and Lytle 1999, Borg 2003, Nguyen 2013).

The observed phases of AWaRS by and large harmonised with those expressed by Tashakkori and Teddlie (2003) who clarified the 'typical' inter-connected sequence in which research is taught on tertiary education courses. These were namely the *conceptualisation* phase (the observed research proposal phase), the research *design* phase (the observed pre-fieldwork phase), data *collection* phase (the observed fieldwork phase), *data analysis* phase (the observed data analysis phase) and the *inference* phase (the observed writing up phase) (Tashakkori and Teddlie, 2003: 64). The conceptualisation phase in AWaRS was very brief (two weeks) and the research design phase was nearly non-existent because of the tutor's prescription of research methods and participant numbers (questionnaires and follow-up interviews) owing to the perceived time restrictions. The STs, therefore, initiated their inquiry by seeking a 'suitable questionnaire' in the previous literature to re-administer during their fieldwork instead of collaboratively deliberating on a topic of interest, reviewing literature broadly, identifying gaps in knowledge, circumscribe the research focus and attempting to devise their research questions/hypotheses accordingly. This procedure hence militated against the idea of starting with an intriguing, 'genuine question' in mind advocated in the relevant literature (and by Dr Acar – the vice-coordinator of the ELT programme under study) as fostering the true spirit of qualitative, social inquiry (Justice *et al*., 2007) (see also 2.3.1, 2.3.2 and 2.4). Interestingly, a re-constructed interaction between the module tutor and two STs where the tutor asked the research pair about their anticipated findings ('*What will the most popular teaching material be among your participants?'*) and the pair's hypothetical response ('*visuals, we*

think') (5.4.2.1) indicated and corroborated the observed pre-occupation with hypothesis testing (via statistical data analysis) as a fundamental aim of ELT research. A word of caution is nonetheless necessary here concerning the observed prescription of questionnaires as the lead research method and the starting point of the STs' inquiries. With Reis-Jorge (1999), for example, we have seen that even when teachers on award-bearing university courses are enabled to plan and conduct their fieldwork at will, owing to the perceived time pressures, they may still opt for the questionnaire method that will provide for easy administration and rapid data collection. Furthermore, from the tutor's perspective, Dr Sezer might have pre-determined the questionnaire method as the lead one because '[she] has formed a habit and developed expertise in that approach and [was] disinclined to […] practise different thoughts and behaviours' (Wagner and Okeke, 2009: 66). In practice, on the one hand, the tutor explicitly referred to time pressures only while describing how the STs should be doing their fieldwork, but on the other hand, she additionally required at least eight interviews from each pair – a research method that demands significant time commitment. She did not, however, require recording or transcription – perhaps to expedite the STs' data management – and so instead accepted STs' handwritten interview notes as data to be coded for thematic analysis. At the data analysis phase of AWaRS, class-time was mostly dedicated for the STs' quantitative data entries into the IBM-SPSS software for statistical analysis and visual presentation (tables, charts and graphs). The thematic analysis of the interview notes (coding, categorising and generating themes), on the other hand, seemed to have been undertaken by the STs in their own time, supporting further my observation that the quantitative questionnaire data was overvalued at the expense of the qualitative interview data.

Furthermore, the inference phase (i.e. how the STs dealt with comparing, interpreting, summarising and discussing qualitative and quantitative research findings with reference to literature) remained entirely unobservable. How the STs experienced and managed reviewing the large body of literature required (50 items which, as a whole, was the first time for the STs to review and evaluate for a single assignment) also remained invisible to the observing eye. Nevertheless, a break-time conversations among some of the STs revealed that they reportedly found the experience 'demanding' with respect to the STs' overall workload; whereas another dialogue between two STs indicated their concern with failing at meeting the minimum reading requirement.

Despite the tutor's observed claims to limited time, a repeatedly highlighted module aim in AWaRS was stated (in the module outline document written by the tutor) as helping the STs to engage in *original* research (i.e. authentic student-research with some contribution and impact value and potential). However, the largely prescribed nature of the research work in AWaRS (in terms of methodology, participant numbers and the reference list length among other tutor-provided checklists) apparently conflicted with the expressed intention for the STs to self-initiate and produce a co-authored, original piece of research as junior researchers as part of their degree studies – the feasibility of which in various contexts is discussed by many (Ransford and Butler 1982, Takata and Leiting 1987, McDonough 1997, Kinkead 2003, Chang 2005, Kirkwood and Cristie 2006). Rather, the pedagogical message conveyed in AWaRS, as I discussed earlier, seemed for the STs to concentrate on completing their fieldwork in a timely manner and writing up their final research reports as complete and presentable as they could in the light of the detailed checklists and guides distributed

by the tutor. Even so, a break-time conversation among four STs hinted at their overall discontent with the efficacy of the directions and guidance provided in AWaRS.

Another important aspect of AWaRS was that, unsurprisingly, it neither explored the possibility of, nor encouraged the STs' research projects to be informed by their own post-enrolment teaching practice or school experiences which presumably (on account of Dr Acar's and some STs' self-reports) were facilitated by such modules as Community Service Practice (year three), Teaching English to Young Learners (year three), Classroom Management (year three), School Experience (year four) and Teaching Practice (year four). This was perhaps because AWaRS preceded all of these modules in the curriculum but Ayda and Lara, for example, as 'irregular' students (1.2.3), did bring some relevant teaching and classroom observation experience with them to AWaRS (as was revealed by their RepGrid interviews) because they had already taken all or some of these modules respectively. Therefore, unlike the ST-participants in El-Dib's (2007), Volk's (2009) and Hunt (2010)'s studies (among numerous others), the STs in this study did not (and could not) research their own teaching practice. This, as a finding, adds to Jones' (2004) account in which he discusses a single RE module in an initial ELTE programme which also excluded any inquiry into TP (2.3.6). It could hence be speculated that, in the case of AWaRS, perhaps the STs' 'unique personal histories played a significant role in informing their inquiries' (Crawford-Garrett *et al.*, 2015: 4) while seeking a suitable questionnaire for their research context, rather than their own student-teaching experiences (if any).

On a final note, very little instructional 'room' seemed to have been reserved in the AWaRS pedagogy for in-depth analysis of the ELT field's rich and diverse epistemological and methodological groundwork. It is known that the field has had its

own share of ‘never-ending arguments regarding the supremacy or legitimacy of one or another type of paradigm, philosophical view, perspective, or methodological approach’ (Tashakkori and Teddlie, 2003: 74). In fact, AWaRS did provide its participants, albeit in an enforced fashion, an opportunity to learn about and incorporate methods from both the quantitative (questionnaires) and qualitative (interview) approaches in their research for triangulation purposes. However, the observed prioritisation of the former as the lead method (quantitative) over the latter (qualitative) as somewhat remedial for the former’s limitations might have strengthen the impression of ‘good’ research as producing statistical outcomes (facts and figures) and testing hypotheses above other possible objectives. Perhaps more importantly, the rather ‘unnatural’ way in which the STs designed their research – that is, locating a suitable questionnaire to re-administer first and then adapting the hypotheses and research questions devised by those who utilised the said questionnaire – raised important questions regarding the conception of research AWaRS intended to help build in the beginning student-researchers because ultimately, ‘research design always *follows* the research question’ (Tashakkori and Teddlie, 2003: 74, emphasis added). In connection with this, devising research question(s) necessitates some working knowledge of the topic of inquiry to begin with (i.e. initial engagement with literature) (Diezmann, 2006) so that the STs are enabled to form a line of inquiry ‘that crystallizes the nature of problem at hand’ (Badke, 2012: 101). The AWaRS pedagogy, however, appeared unconcerned with illuminating the knowledge base (literature) of the ELT discipline that the STs were about to tap into and the forces at work which influenced the production, justification and dissemination of new forms of knowledge (Booth, 2005).

7.2.3 What are the participant student-teachers' conceptions of research education activities in the case study context?

Before elaborating upon the STs' conceptions of research education, it is of use to first discuss their initial conceptions of (reactions to) research which were investigated by way of the pre-RepGrid questions (Appendix C). The warm-up questions of the interview schedule explored the STs' initial conceptions of research regarding its *aims and purposes* before continuing (by the actual implementation of the RepGrid method) by its *nature and processes* (scope, focus, methodology) based on lived experiences. These two foci of inquiry are referred to as the *functional* and *structural* views of research respectively by Reis-Jorge (1999/2007). The RepGrid contributed to these by providing rich and precise insight into the *constituents* of research (what counts as research) and the relative *quality* and *value* of the lived research experiences, by revealing the perceived similarities and differences between them as well as those inherent qualities that were relatively superior (i.e. individual perceptions of a 'good' research experience). Just as Reis-Jorge (1999/2007) conceptualised (and found as a result of his interviews), the semi-structured warm-up questions mostly yielded a functional view of research among the STs (i.e. relating to why research is done). The findings suggested that all of the STs looked favourably on research but with reservations. They particularly associated engagement *with* research (i.e. reading research) with such shared notions (functions) as learning, self-cultivation and increased personal and professional status for teachers. This finding resembles that in Gitlin *et al.*'s (1999) study concerning the STs' conceptions of published literature as a source of pragmatic, teaching methodology-related inspiration. Only one ST (Seda) in the present study appeared to view research as having the prominent function of proving/verification (i.e. hypothesis testing) which may be attributable to a previous, post-enrolment research experience with such aims (her *Gratitude Research Paper*

element, 6.4.3). Lara and Ayda additionally commented on the contribution and impact (change and improvement) potential in genuinely interesting research that the researcher deems necessary. Nil, by contrast, questioned the overall worth of research efforts (time and thought investment) when she observed that the rewards (i.e. formal publication and increased professional status) were insignificant. All STs seemed to agree that, despite its perceived merits, research engagement was not very realistic for already overburdened teachers. Consistent with the previous studies by Gitlin *et al*. (1999), Kiely *et al*. (2004), Reis-Jorge (2007) and Hunt (2010) (2.3.4), the STs in the case study, therefore, did not appear to view the researcher's disposition as an indispensable extension to their developing teacher identities.

7.2.3.1 What activities have the student-teachers engaged in during their BA in ELT studies that they consider as research or research-related?

The RepGrid elements elicited from the STs illuminated the activities they engaged in post-enrolment which they considered as research or research-related. The relevant findings suggested that the STs held an all-inclusive perception of what constituted research. All STs expressed the view that a simple internet search and note-taking for self-study purposes (e.g. Nil's *Personal Research* (6.3.3) and Ayda's *Self Study* (6.6.3)) constituted research as much as a formally written-up and presented work of systematic, empirical inquiry that involved data collection from research participants (e.g. Seda's *Gratitude Research Paper* (6.4.3) and the AWaRS research project). Other activities in between these two extremes included essay/report writing (Nil and Lara), a written-up review of literature (Ayda), oral presentations and debates (all but Nil), classroom observation (Lara), project-based assignments (e.g. lesson planning, materials development – all but Nil), basic linguistic analyses (e.g. translation – all but Nil) and test preparation (Seda and Lara). Apart from Seda and Lara's previous and

very limited empirical research experiences (with a small-scale open-ended poll and a-day-long classroom-based inquiry respectively), I found that the AWaRS research project was the only, shared RepGrid element that resembled, to some extent, 'real' research (in terms of larger participant numbers, gaining documented access into a research field, more substantial final research report, longer reference list, inclusion of statistical analysis of quantitative data etc.). The STs also used the words 'real', 'complete', 'comprehensive' and 'professional' to describe this RepGrid element. Ayda graduated with the AWaRS experience (presumably) as her only 'real' research endeavour post-enrolment whereas others might have undertaken similar pursuits. For example, we have seen in Chapter II (2.3.4) that STs may engage in explicitly framed teacher research projects as part of their final-year teaching practice modules (e.g. Wallace, 1996). However, this did not appear very likely to me as the researcher in the case study context partly because Ayda, as the only ST participant who had already completed her teaching practice modules at the time, did not generate any RepGrid element regarding these modules. Nor did Dr Acar believe at the time that I would observe explicitly intended RE practices in the TP oriented modules. Moreover, a recent study by Balkar (2014) (among others) in Turkey highlighted, with empirical evidence, a persistent lack of research-based approaches in the clinical (practicum/TP) components of the modern-day Turkish UBITE programmes in general (see also Özcan, 2013).

Overall, the participant STs, in their conceptualisations of research, did not seem to differentiate between inquiry and *systematic* inquiry (interchangeable with research) as was highlighted in the reviewed literature (2.2 and 2.3.1). Furthermore, it was an interesting finding that only one ST (Lara) articulated a hesitant, incipient opinion that 'maybe' a teacher observing their classroom and modifying their teaching accordingly

could ‘somehow’ constitute research. Lara was the only ST among the four interviewed who generated a RepGrid element that involved classroom observation as part of a research project. Taken together, a clear implication of this key finding for the local UBITE practice seems to be a wider and more categorical and explicit coverage of what ‘counts’ as research in education, including ELT.

As I discussed in 2.3.4, Strayhorn (2009) predicted that the research activities students might have engaged in post-enrolment could be *attending lectures*, *textbook reading*, *research article reading*, *article critique/analysis*, *open-ended assignments* (e.g. hypothetical research proposal) and *work involving annotated computer output* (e.g. statistical data analysis). The STs in this study, by contrast, generated activities in a more holistic and personally meaningful way which differed remarkably from Strayhorn’s (2009) questionnaire items (both in labelling and content terms). This supports my earlier observation about the noteworthy lack (and hence need) of ST-generated conceptions of RE constituents in the relevant literature if we are to better understand the personally meaningful and significant values that STs attribute to their research and RE experiences at the pre-service level.

7.2.3.2 How do the student-teachers conceptualise these activities?

The STs’ conceptualisations of their lived research experiences (captured and re-represented by their respective RepGrid elements) were illuminated by their emergent and opposite RepGrid constructs elicited by George Kelly’s triadic method (3.3.3). In this way, the STs first construed and concisely labelled any salient similarities and differences they identified between different research experiences and second, identified their favoured constructs in terms of RE value. As I highlighted in Chapter II, previous studies that looked into how students valued the given RE units largely

utilised the questionnaire method which asked them to rate or rank tutor-generated set of values (2.3.4). In this study, I instead aimed to elicit student-generated sets of values (constructs) by way of the RepGrid method. The STs' construct pairs (emergent and opposite) indicated some apparently shared understandings among the STs as to how they perceived research particularly in relation to those aspects and qualities of their experiences that stood out. These were composed of (a) the research topic (and who chooses it), perceived level of interest, perceived degree of competence (background knowledge) and sensed amount of learning, (b) the social aspects of researching and inquiry (i.e. identity-building and constructive role of others) – particularly compliant with the literature reviewed in 2.3.1, and (c) other factors that influenced the quality of the research processes and products (i.e. time availability and degree of keen engagement). Other constructs peculiar to individual STs were the perceived (a) extent of process orientation (Nil), (b) degree of affective relation to the research topic, problem and participants (Lara) and (c) extent of the ability to relate aspects of research to the practical world/real life (Ayda). These findings noticeably differ from the tutor-values presented in the previous studies in labelling terms (e.g. 'positive/negative', 'easy/difficult', 'relaxed/nervous', 'sensible/impractical' in Lombard and Kloppers (2015)) but some of the tutor-values do intersect with particular RepGrid constructs by these STs in direct and implied ways (e.g. Seda's 'perfectly done and satisfaction' and Lombard and Klopper's (2015) 'victorious' and 'satisfying', Nil's 'interaction and pair/group work' and van der Linden's (2012) 'pair and group work', Lara's 'self-chosen topic', Seda's 'options' and van der Linden's (2012) 'opportunities to choose', Seda's 'connection between modules' and van der Linden's (2012) 'connection to overall curriculum' and Nil's 'samples and examples' and van der Linden's (2012) 'examples from practice'). This key finding, therefore,

highlights the importance of voicing, communicating and comparing the RE aims and values held by teacher educators and STs in a transparent manner for identifying any possible mismatches and for finding common ground to optimise the impact of RE endeavours.

7.2.3.3 What do the student-teachers' RepGrid matrices reveal about the extent to which they perceived the AwaRS experience as a 'good' research experience?

All STs settled on their respective emergent construct pole of the RepGrid constructs as representing what a 'good' research experience must entail or facilitate, by responding to a scenario I used as the researcher (3.5.3). In other words, these selections illuminated the STs' self-generated criteria for a 'good' research experience. The STs' RepGrid matrices illustrated that their AWaRS research experience, which they (presumably) encapsulated in their respective, corresponding elements (i.e. *Deep Research Project* by Nil, *Prep-School Project* by Seda, *Language Anxiety Research* by Lara and *Anxiety Research* by Ayda), performed well in rating terms given their numerical proximity to the STs' emergent poles of constructs. This finding suggested that the STs held an overall positive outlook on AWaRS and its RE value. However, some self-contradictions also seemed to have existed, which I attempted to illuminate in Chapter VI, with reference to the classroom observation data examined in Chapter V. I shall discuss the STs' hesitations about and criticisms of AWaRS in the context of in/congruence between the observed and perceived 'realities' of RE (7.3.2).

7.3 The Extent of Congruence between Research Education 'Realities' and Implications

In this section, I discuss the extent of in/congruence between the three RE 'reality' domains in the light of the main findings summarised and examined previously in the

chapter. I also highlight the key subsequent implications for UBI(EL)TE policy-making and practice.

7.3.1 Formally Stated versus Observed Realities

I have discussed earlier that the formally stated 'reality' of RE in the context extolled the virtues of educating and having classroom-based research capable teachers on account of potential educational advancement. An idea of professional teachers as problem-solving intellectuals was promulgated. Development of research knowledge, skills in reading research, engagement in research activities, and abilities to transfer research-based knowledge to practice were apparently the RE components deemed key in teachers' initial education and CPD. However, none of these notions was exemplified, specified or elaborated upon at the policy level. For instance, in learning to do research, the abovementioned 'development of research knowledge' may take the forms of propositional (factual, *what is*), procedural (hands-on experimentation of *how to*) and constructed knowledge (metacognitive, consciously reflective and criticality-informed) (Reis-Jorge, 1999/2005). From this perspective, the observed RE 'reality' primarily addressed the development of procedural knowledge in the STs, by way of the immediately relevant propositional knowledge necessary for the hands-on research experience (alternatively, performance-oriented knowledge (Diezmann, 2006)). Development of constructed knowledge, on the other hand, was not explicitly and exclusively tackled in practice. Likewise, the development of research literacy ('skills in readings research', above) solely included an instruction of and some strategies for the process of locating relevant sources. Also, as the STs were not undertaking TP during their observed RE, 'transfer of research-based knowledge to practice' (above) was rendered irrelevant as a skill to learn about or experiment with. This latter finding in particular raises important questions about whether the current

RE provision in the context can be extended to additionally merge with TP (both conceptually and practically) when the STs are placed in schools as part of their studies.

The visible efforts by the Turkish HEC to realise the national aim of educating research capable and active teachers by way of initial TE have been to first, introduce two generic yet explicitly intended RE modules (one major and one subsidiary) into the curriculum in the 1997-TE-Reform context and then to update the said modules in the 2006-TE-Reform context. Initially, these two modules together aimed to develop advanced professional literacy skills in the teachers and conceptual and practical engagement with research methods and techniques. Later, the former aim of the subsidiary, first-year module was downscaled radically to basic information seeking and writing skills whereas the major, third-year RE module's objectives were radically intensified to cover the ELT field's epistemological and methodological traditions in addition to engagement with research methods and techniques. The observed 'reality' of RE in the case study context revealed that the ELTE programme implementers in the context responded to and mediated the above RE-related curricular enactments by HEC in their own way. This was partly accounted for by the key informant who reported that 'research' in general was not a pedagogical priority in the programme; rather, the student's English language proficiency and competence as would-be teachers were given primacy.

At the institutional level, programme administrators preserved a perfect congruence between the national and institutional (and module) versions of the subsidiary RE module – perhaps owing to the fixed nature and important status of the module's Subject Matter category. The perfect congruence, however, proved to be nominal. In

reality, no explicit and systematic instruction of the basic research skills that the module proclaimed took place. However, the programme implementers modified the major RE module significantly – which was an adaptable and replaceable General Culture module. They re-titled the module (to prioritise academic writing), moved it to year-three instead of the officially planned year-two and renounced the objectives of teaching the history of field epistemology and methodology which was previously (formally) captured by the constructs of *science*, *research* and *methods* at the standardised module level. Booth (2005) argues that 'research comprises the acts of knowledge formation, thanks to doing it with the knowledge practices of 'methods', while 'science' is what enables the community to understand the results of the methods and the research' (Booth, 2005: 326). With this perspective, the abandoning of engagement with the *science* quality of researching at the institutional level hinted at a possible dispiritedness regarding the overall 'worth' of the outcomes of ST research and the communication of these outcomes to wider audiences (e.g. the ELT department, STs' research participants, campus community and the local community of education). This negative view was substantiated at the observed module level from where arose evidence indicating the tutor's disbelief in the value of the STs' research products (i.e. 'not publishable'). This was a surprising finding given that a major formally stated module objective was the production of 'original' research which implies publication/dissemination value.

Furthermore, the institutional version of the module conveyed what looked as a 'library search' (a written-up review of literature on a given topic of inquiry) as the major envisioned requirement, without any empirical aspect to it. It was beyond the scope of this study to simultaneously share the emerging results with the programme implementers for further inquiry but possible reasons for their avoiding of a learning-

by-doing approach (Longmore *et al*., 1996) to research could include lack of time, requirements of other modules and limited previous education in research methods and techniques on the programme (Cornett 1970, Ur 1998). Revealing incongruence, the observed version of the module, however, did require the STs to undertake empirical fieldwork to develop practical research knowledge and skills. Even so, owing to time pressures, the fieldwork (i.e. data collection methods, research field, research participants) was pre-organised by the module tutor and then further directed by the coordinator of the research field (head of the Preparatory School on campus) who allowed the ST-pairs to collaborate with the members of a single language classroom each which in turn restricted the number of questionnaires that they could collect (maximum 25-30). This finding corroborates Wallace's (1996) word of caution regarding the attitudes and reaction of the community into which the STs seek access for research purposes, especially of those in power. Nevertheless, supporting Goodman's (1991) findings, an in-session revelation by a ST-pair suggested that the language instructor they collaborated with (already research-active herself) showed interest in the students' research and encouraged dissemination of their findings with those in power in the research field for potential change.

Taken together, the formally stated versus observed 'reality' of RE in the study context inferred more incongruence than unison. An important implication of this multifaceted relationship between the RE conceptualisations and visions of different stake holders for the TE policy makers and teacher educators would probably be the crystallisation of the intended RE *purposes*. This process would entail an exhaustive and well-liaised contemplation and pronouncement of precisely why the STs are obliged to take a compulsory RE unit (i.e. immediate and extended learning outcomes as well as habits of mind) and engage in laborious, so called 'original' research projects as somewhat

unwelcomed ‘outsiders’ as part of their already demanding studies, primarily for assessment purposes. It would also necessitate a collaborative revision of how ‘realistic’ (Wallace, 1991), convincing or valuable these RE purposes will be/appear considering the structures and requirements of the programmes, tutors’ outlooks and commitments, and the achievability of meaningful, genial and supportive research partnerships within and outside the campus setting. Otherwise, as Downs and Wardle (2010) caution – and as was the case in the present study – the STs’ painstaking research efforts will result in ‘shiny, flawless documents’ rated highly for having some quality in some measure but nevertheless shelved or disposed of for lacking ‘enough’ quality, originality or use to be disseminated beyond the lecture room walls – not even informally. With Lara (and her friend Ozan), Seda and Nil, we have seen that with appropriate encouragement (intrinsic *and* extrinsic), some students will be more than willing to ‘walk the extra mile’ to disseminate their research.

7.3.2 Observed versus Perceived Realities

The observed representation of research for the STs took form as a small-scale, mixed methods ELT research which, as a methodological pre-requisite, utilised a pre-devised questionnaire from the previous literature and a self-devised semi-structured interview guide for follow up purposes. These methodological requirements clarified by the module tutor at the outset, therefore, delimited the possible range of research topics that the STs could have explored purely based on their interests. An expressed perception of some practical problems on the tutor’s part (i.e. the pressure of completing the empirical and written components of the research work in 14 weeks for assessment purposes) appeared to have led to these methodological prescriptions. However, Harris and Ross (1984) usefully point out that ‘in courses dealing with material which the students expect to find difficult […] such as research methods, the

instructor may need to make special efforts to structure the environment in order to reduce the ambiguity' (Harris and Ross, 1984: 196) which may justify the AWaRS tutor's decisions.

Even though the research field was not pre-determined, the STs preferred to seek access into the Language Preparatory School on campus for convenience and to increase their chances of collecting the required number of questionnaires (initially 100, later 50, eventually 30). By adapting the hypotheses tested via the selected, pre-utilised questionnaires, the STs, therefore, somehow replicated a previous ELT study in their own contexts with young-adult English learners which somewhat militated against the 'original research' experience claimed in the module outline document apparently written by the module tutor. Justice *et al.* (2007) differentiate between guiding emerging researchers to devise a 'genuine' question and an 'interesting' one. They hold that a genuine research question is 'something that the asker really wants to answer but presently cannot, as opposed to a question which the asker assumes the answer to and wants to prove' (Justice *et al.*, 2007: 206). They continue to argue that an interesting research question is 'relevant to the course theme and personally significant and compelling to the asker' (Justice *et al.*, 2007: 206). For the STs in the present study, it seemed that asking an interesting research question (through an interesting but more importantly 'suitable' questionnaire) was prioritised over self-devising a potentially more ambiguous yet genuine research question based on personal experiences, reflections or puzzles. However, AWaRS is delivered by different tutors each year. Dr Sezer was apparently quantitatively oriented and another tutor might have been similarly qualitatively oriented. This is probably typical of most academic situations, where researchers using mixed methods adeptly tend to be thin

on the ground (Onwuegbuzie and Leech, 2005). Paradigmatic favouritism of this kind, therefore, is likely to be common and reoccur in the case study (and other) contexts.

The observed 'reality' of RE in the context also illuminated, unsurprisingly, a linear approach to the pedagogical process of learning about and doing research (proposal writing, pre-fieldwork preparations, fieldwork, data analysis and final presentation of the research report). In practice, however, ST-researchers may have to 'attend to several aspects at one time, and to make a number of simultaneous decisions at any stage of their research studies' (Reis-Jorge, 1999: 176). In the context, no significant classroom-based data emerged as to how each ST-pair managed and mediated the various stages of their research pursuits outside the classroom, except for their eclectic and superficial negative expressions about gaining access into the research field, reviewing the large body of literature required, reliability of the collected data, relating and discussing questionnaire and interview data, and experiences with the research participants which may or may not have been experienced by all STs to the same degree.

Despite the negative opinions voiced, all STs who partook in the RepGrid interviews seemed to have an overall positive outlook toward the RE unit they took but with some reservations. A key consideration commonly articulated pertained to the perceived insufficiency of time to manage the research process and meet the module requirements effectively alongside the overall workload the STs had. At the individual levels, Nil felt uncertain about the sufficiency of practical examples provided in AWaRS from other similar research projects to guide her meta-understanding of her own project and was unsure whether she was relishing or simply tolerating the 'real' research challenge. Seda felt strongly about the lack of inter-modular connections in

AWaRS, believing that the pairs were too immersed with their own projects and research topics with little interest in discussing perspectives and findings. Also, she was unsure about the extent to which the research project made her think more like a teacher than a student. Lara was certain that she could not relate affectively at all to her research topic or participants. She was also hesitant about the extent to which she was enabled to reflect on her subjective, personal research experience. Ayda's main concern related to the obscurity she thought existed regarding the possible ways of linking the technical and academic looking research project to her personal life so that the life-long learning value of the research experience was maximised.

In this light, it appears that the observed versus perceived realities of RE in the context delineate a rather complex picture and is more nuanced than it is homogenous. Even so, given the prominence of the positive and appreciative view the STs expressed through their respective RepGrid evaluations of the RE unit, it is possible to conclude that the two reality domains had congruence and the overall research experience was sufficiently satisfying for the STs.

However, the individual criticisms and ambivalences discussed above bear a very important implication for teacher educators who deliver empirical research inclusive RE units, namely, the extent to which the STs perceive the overall research experience as personally *meaningful*. Peden and Carroll (2009) conceptualise meaningful student-research as that which 'stimulate[s] and develop[s] the creative talents of students' (Peden and Carroll, 2009: 30). Crawford-Garrett *et al.* (2015) add that a meaningful research pursuit '[draws] upon the preservice teachers' lived experiences as an entry point into the inquiry, which both acknowledge[s] the validity of their personal and academic backgrounds but also reveal[s] aspects of their positionalities that would

have otherwise remained invisible' (Crawford-Garrett *et al.*, 2015: 15). However, Longmore *et al.* (1996) warn that 'because most research methods courses are taught in a single semester […], individual students have insufficient time to address all the stages of a meaningful research project' (Longmore *et al*., 1996: 87). All of these authors also (and hence) highlight, echoing Jones (2004) (2.3.6), the value of enabling the STs to share some, if not all, of their research experiences, puzzles, struggles, findings and triumphs as widely as they can manage (e.g. reflective writing, informal gatherings, professional meetings in the department, campus presentations etc.) so that their research efforts go beyond being perfunctory or 'solipsist' (Freeman, 1998).

7.3.3 Formally Stated versus Perceived Realities

I have discussed earlier that the official position regarding contemporary teachers and teacher candidates in the Turkish education context propagated such research-related qualities as 'intellectuality', 'problem-solving', 'reaching and having research-based knowledge', 'having research skills', 'ability to conduct research', 'ability to utilise already conducted research' and 'professionally transferring research-based knowledge' into practice (see 4.3). Paradoxically, the only research capacity that the STs in this study agreed upon for the local English teachers to (ideally) develop was 'reaching and having research-based knowledge' – put alternatively, following and reading research studies to stay 'updated' about the developments in ELT. The process of exploring and reading current ELT literature evoked for the STs images of expanding their professional knowledge-base as well as learning for personal development and 'self-cultivation'. Even so, all STs (except Seda) imagined that even engagement *with* research (as compared to engagement *in* research) would be too arduous or excessively and fruitlessly 'philosophical' or 'complicated' a task for already overburdened teachers immersed in their classroom routines.

None of the participant STs in the case study self-identified as researchers despite AWaRS and other research inclusive teaching efforts that the STs experienced post-enrolment and deemed relevant. While Ayda mentioned lack of sufficient training and competence as her major reasons, the other three STs thought that they lacked the patience and motivation of 'real researchers'. Overall, the STs believed that 'real researchers' were questioning and knowledgeable intellectuals adept at utilising physical and online resources efficiently – in other words, who have already developed 'bibliographic sophistication' (Selin, 1988). Lara additionally mentioned such researchers' ability to suppress presumptions and embrace uncertainty, whereas Ayda highlighted their urge for and active role in change and improvement (i.e. bestirring the established norms). Ayda's opinion in particular resonates with the policy and practice implications discussed previously about the effective communication of the purpose and meaning of student-teacher research endeavours in relation to potential value, outreach and ideally, change.

The STs' perceptions, and probably remote admiration, of research as academically oriented, highly structured and eruditely re/presented might have been an underlying reason for their strict separation of student-teachers and teachers *from* researchers. Standing in stark contrast to what Borg (2003) envisioned as part of his RE framework, these STs seemed yet to develop the understanding that there are different approaches to education research, and to nourish the appropriate mindset that some of these approaches *do* position teachers and teacher candidates as researchers. The current understanding of the STs regarding research is, however, what Levy and Petrulis (2012) refer to as reflecting limited 'epistemic fluency', suggesting little awareness of the nature of scientific knowledge, its construction processes and its purposes. From

the ‘average’ undergraduate student’s take on field epistemology, Badke (2012) reminds us that:

> For most subject specialists, epistemology is second nature and rarely if ever needs to be contemplated. Those who work with the information of their disciplines on a daily basis do not need to ask where that information came from or why it takes the forms it does. Nor do they think much about why some sources are more credible than others. *They know* how research is done in their field, how it is transmitted, and what is considered important or unimportant. For the average student, however, the knowledge base of most disciplines is a mystery filled with strange literatures published on the basis of incomprehensible, often unwritten, rules.
>
> (Badke, 2012: 12, emphasis added)

Indeed, Alp’s (5.4.1) and Lara’s (6.5.4) earlier comments on published scholarship as indisputable knowledge that almost serves as a flawless ‘textbook’ to study and re-cite information from did allude to the possibility that some STs enter and probably depart from their university TE courses with underdeveloped epistemic fluency.

A key UBITE policy and practice priority in the context should thus be placed on re-considering whether a single module in a curriculum of 50-plus modules – preceding the TP or school experience inclusive modules in the current structure – shall continue to constitute the totality of the STs’ methodical, explicitly intended research education when an ambitious mission of acquiring and transferring research-based knowledge *into practice* is claimed to be established as a national teacher education and development aim in the context. The assumption here is that the decipherment processes of the ELT field’s knowledge-base and the STs’ development of a ‘healthy scepticism’ (Gitlin *et al.*, 1999) toward published scholarship in the field will require more time and ample opportunities *throughout* the programme to engage with various literature in progressively complex ways (e.g. from focussed, rudimentary/descriptive analyses of structure and writing towards more comparative, interpretive and critical

reviews). As Markham (1991) argues, 'there is simply no way to teach many ideas about research without painstaking, thorough explanation, numerous examples and repetition' (Markham, 1991: 468). A reasonable approach to tackling this issue could be for the TE policy-makers and teacher educators to consider the feasibility of the 'early introduction to research' view that is advocated and exemplified by many (e.g. Patrick *et al.* 2003, Murtonen and Lehtinen 2005, Jyrhämä *et al.* 2008, Downs and Wardle 2010, Krokfors *et al.* 2011, van der Linden 2012, Crawford-Garrett *et al.* 2015).

7.3.4 Summary of Implications for UBIELTE Policy Makers and Teacher Educators

To summarise, in view of the overall evidence-informed discussion of the extent of in/congruence between the three 'reality' RE domains, a key conclusion appears to pertain to firstly, the degree of clarity with which the *purpose* and *meaning* of the RE offered is conveyed to and negotiated by the different parties involved in the local UBITE; and secondly, the *capacity* of the RE delivered (e.g. overall allocated time, nature of existing partnerships and span of varying, interrelated tasks and experiences across the curriculum, where present) with respect to the key aims and objectives. These, in turn, imply the following actions for UBIELTE policy makers and teacher educators to consider, regarding explicitly intended research education in similar contexts:

- introduce RE into the programme's public mission statement
- introduce and integrate RE pedagogical activities into all modules, all years in an interrelated, progressively more challenging/engaging manner
- evaluate the feasibility of introducing explicitly framed, meaningful yet realistic hands-on Teacher Research projects into those modules in the curriculum that facilitate school experience and teaching practice opportunities (e.g. reflective inquiry, exploratory practice and action research projects)
- create interactive opportunities to reveal and discuss the STs' preconceptions of and attitudes toward research and its future relevance; help the STs to

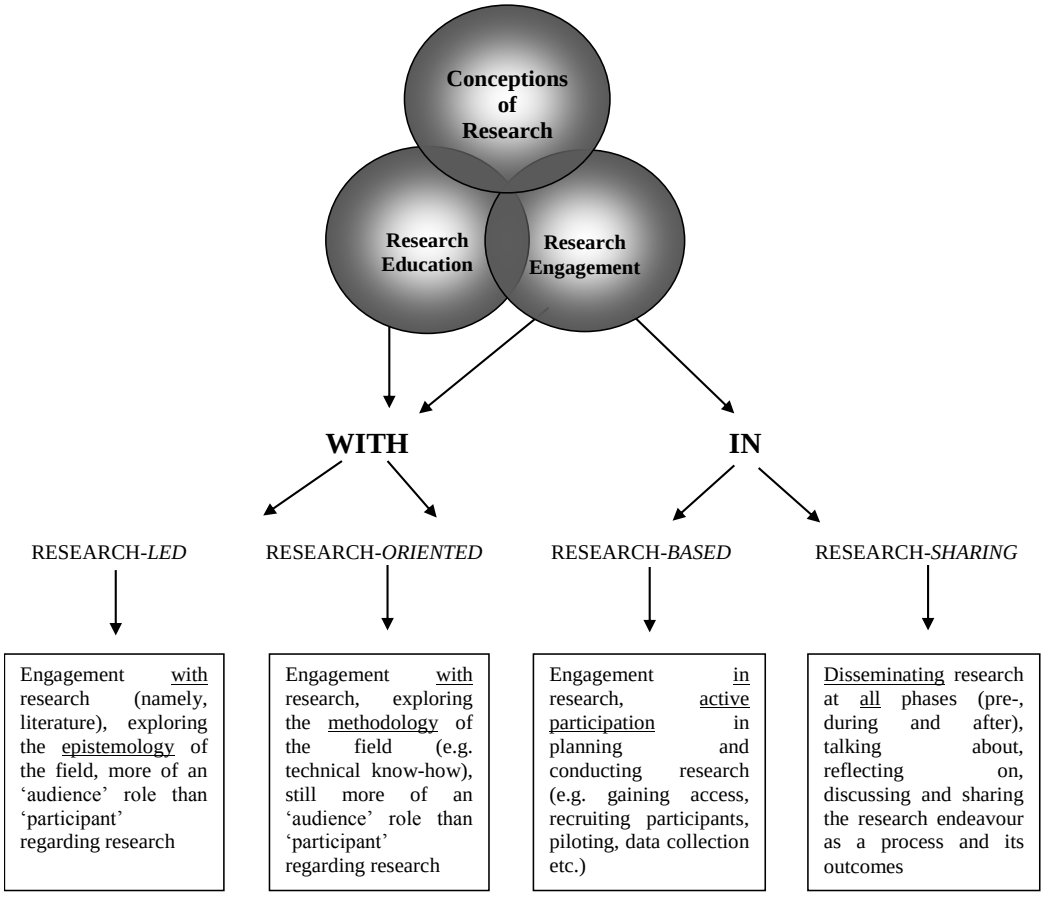
develop a positive mindset and understanding of the nature and scope of teachers' research engagement as well as the surrounding debates

- provide the STs with intellectual 'spaces' to share and discuss (both orally and in writing) their own research conceptions and experiences, in and outside their classes, with their peers, tutors, the wider campus community and, where relevant, beyond.

7.4 Re-visiting the Notion of 'Desirable' Research Education Provision for Pre-Service Teachers

In section 2.5, I assembled and proposed the following literature-based, initial conceptual framework of 'desirable' RE provision for teacher candidates in an attempt to map the current knowledge of the construct. In this section, I aim to review the framework and the notion of 'desirable' practice for further discussion based on the key findings of the current study.

Figure 21: The Conceptual Framework of 'Desirable' RE in UBITE Re-visited



On the basis of the foregoing discussion in sections 7.2 and 7.3, it is possible to argue that the data emerged in the present study pledged support for the key aspects of the conceptual framework. Firstly, documentary analyses, key informant interviews and classroom observations provided evidence for the higher-order conceptualisations and jurisdictions regarding how research education (taught/lectured aspects) and research engagement (hands-on, active undertaking) were to be organised, merged and delivered in the context, despite the incongruences discussed earlier. It was not, however, within the scope and aims of the present study to investigate the impact of ST conceptions on their research education and engagement experiences or vice versa. This is nonetheless compensated for (in principle) by several other studies presenting substantial evidence for the existence of a mutually influential relation between STs' research conceptions and research experiences (see 2.3.4). Secondly, the major thematic categories of the scrutinised RE unit's phases and events that emerged from classroom observations (i.e. reviewing literature, planning research, conducting research and sharing and dissemination) appeared reasonably (and predictably) accordant with the possible range of research-led, research-based, research-oriented and research-tutored(/sharing) RE activities envisaged by Healey and Jenkins (2009) respectively. The authors contend that 'all four ways of engaging students with research and inquiry are valid and valuable, and we think curricula should contain elements of all of them' (Healey and Jenkins, 2009: 7). However, even though the observed 'reality' of the explored RE unit revealed inclusion of all four elements in the overall pedagogy, significantly high levels of tutor-made decisions apparently pervaded regarding how or in what forms research was to be conceptualised/framed (fig. 21, top sphere), learnt and explored (bottom-left sphere) and actively planned and conducted (bottom-right sphere). Specifically, remarkable disproportionateness

persevered at the tutor's end in favour of research-based tasks, followed by research-sharing tasks (however assessment oriented they were), at the expense of (nearly non-existent) research-oriented and research-led tasks owing to the previously discussed tutor prescriptions (see 7.2.2, 7.3.1 and 7.3.2).

In this light, a re-visiting of the conceptual framework reveals yet another important consideration that is not represented visually in the figure above (see 2.5). This pertains to the role of student-teacher initiative and discretion within the process of learning to undertake systematic inquiry in a 'desirable' manner – or in other words, *meaningful* manner (7.3.2). Of course, a tutor might, for instance, decide that s/he will cover only a certain conceptualisation of research for the purposes of the RE unit concerned (e.g. positivist stance, hypothesis-testing goal) yet encourage the STs to take some initiative to explore and suggest possible module readings for discussion in class (e.g. research manuals, methodology books etc.) and guide them to plan and conduct their fieldwork independently (e.g. self-devised research questions and hypotheses, self-selected research methods). The levels of ST-initiative and discretion in the three domains of RE provision, therefore, are not necessarily inter-reliant and depending on the context, can be negotiated by the RE unit members and other possible decision-makers. As was argued earlier, what is more important is the communication and discussion of these organising acts and the reasons behind them in a fairly transparent manner. Ultimately, if the strongest rationale for integrating RE units into UBI(EL)TE curricula is (above all) to endear the 'idea' of teacher-initiated systematic inquiry to the would-be teachers, then they must be empowered to at least experiment at the pre-service level with initiating, planning, conducting, evaluating and disseminating a meaningful and purposeful research project autonomously, 'from scratch' – however 'inconclusive', 'incompetent', 'unoriginal' or 'insubstantial' the

outcomes may appear to the seasoned researcher's eye. Simply put, a conscious, collaborative effort is 'desirable' to ensure that 'learning (also) equals liking' in the quest of teaching research knowledge and skills to the teacher candidates (Sizemore and Lewandowski, 2009). However, as was argued in the present and previous studies, making efficient use of the *totality* of the time available in UBITE programmes (normally 3-4 years) would play a crucial role in the equipment and preparation of the STs for truly self- and collaboratively initiated and directed (education and/or teacher) research activities and project(s) (i.e. in the provision of research education).

Chapter VIII

Conclusion

In this final chapter of the thesis, I summarise the research contributions, limitations and future research directions, before completing the chapter and the thesis with some concluding reflections with respect to my motivations for the case study.

8.1 Summary of the Research Contributions

The present study makes several noteworthy contributions to the literature on research education in teacher education and development. Perhaps the most significant of these is the investigation and discussion of the actual content of a research education unit delivered in a university-based, pre-service ELTE programme. To date, an extremely limited picture is delineated in the relevant literature concerning what ST learning looks like in RE units wherein there is no prospect of teacher research pursuits. Yet another contribution of the present study lies in its attempt to transcend the boundaries of a given, observed RE unit in ELTE by additionally investigating its formally stated and perceived 'realities' at the national, institutional and individual levels in a single work of research. Firstly, by means of documentary evidence, the case study offers a detailed account of the current situation concerning RE provision in local UBITE and its historical roots which may usefully inform future studies in the context and inspire others to explore 'official' RE positions in different contexts. To the best of my knowledge, this has not been done previously in initial ELTE. Secondly, the present study provides rich, ST-generated values attributed to the totality of the individually identified research and research-related pedagogical experiences post-enrolment, including the RE unit scrutinised. This investigation also elicited personally meaningful characterisations of what constituted 'research' for each ST. This is

perhaps the first time that George Kelly's RepGrid interview method has been utilised to explore conceptions of research in ELT(E). Finally, the current study proposes an initial, literature-based conceptual framework of 'desirable' RE in initial (EL)TE to inspire and inform further explorations of the construct in the future.

8.2 Limitations and Future Research Directions

The 'case study' quality of the present investigation brought along strengths as well as weaknesses. In favour of the former, it delved into issues operating at national, institutional and individual levels in a single piece of research work, exploring something of the 'visible' boundaries and inter-relations between them regarding the research education phenomenon. This attempt, however, may be regarded as an ambitious favouring of scattered conceptual attention at the expense of a sharp focus. In another light, however, a more concise focus (e.g. on student-teachers only or RE unit's impact only) in the present study would have jeopardised its contribution value, given that such studies already exist.

Another shortcoming of the case study pertains to the small number of participants and the singularity of the research context. From a positivist point of view, it could have included multiple ELTE programmes, more student participants and inclusion of the teacher educators' and even alumni's voices. Therefore, fewer research questions resulting in 'tidier' conclusions could have been the result. In defence of the chosen methods and methodology, however, I believe that the detailed examination of the national and institutional representations of RE will be of better utility to the target audience of this work – namely, teacher educators and UBITE policy makers. Ultimately, the case study did not envision reaching a tidy conclusion but to stimulate thinking and discussion as regards the prevailing RE 'realities' in different contexts in

all their complexity. Further knowledge of these 'realities', I believe, will better inform and efficiently complement the equally needed research efforts that have been narrowly and exclusively dedicated (rightly so) to, for example, student-teacher conceptions, experiences and learning.

All in all, just as Skilbeck mentioned back in 1992 (quoted in 2.2.1), it is still 'exciting' today to imagine ELTE researchers looking in near future into RE practices at the national, institutional and individual levels in other geographical contexts where UBITE is and is not centralised; and hence examine the grounds on which RE-related decisions are made. To name a few possible research directions, we seem to know strikingly little about the following issues which future studies in ELTE might usefully address: How do teacher educators conceptualise RE? What activities do they think constitute RE? What learning outcomes do they target in RE and how do they assess RE? How are RE units organised and delivered? And, to what extent do STs take along and transfer their RE experiences to practice?

8.3 Concluding Reflections

In the introduction of the thesis, I mentioned that my contextual knowledge (over and above conceptual knowledge) of possible, explicitly intended research education provision in North Cyprus' ELTE programmes was extremely limited at the outset of my PhD studies. Venturing an analysis of the national, institutional and individual level conceptualisations of the notion as part of this study helped me to develop something of an idea as to what is/might be happening in our local universities' initial ELTE programmes in terms of students' familiarisation with research. In this regard, I have found that the supervisory role of the Turkish Higher Education Council impacts quite strongly on the organisation and functioning of the local UBITE

programmes. In this light, it appears that the future of student-teacher research and research education will very much depend on how the national UBITE agenda will take shape regarding the formally stated acknowledgement and promotion of teachers' intellectuality and professionalism. Even though I identified teacher research-related aspirations – however narrowly represented they may be – at the national level, it does not seem that satisfactory action has been taken to practically integrate explicitly framed teacher research (or education research, generally) tenets into our UBITE programmes in Turkey and North Cyprus. If we trust implicitly HEC's claims that 'developing more research and inquiry oriented UBITE curricula' is already established as a national teacher education mission (4.3.2) and that local researchers' voices, opinions and criticisms are habitually weighed in for UBITE-related decision-making (4.2.2), then perhaps disseminating the present study (and hopefully similar others in near future) widely will help to stir greater 'official' interest in the local RE practices specifically, and the 'teachers-as-researchers' movement generally (and to its implications for teacher education and development) which has countless devotees behind it.

Very recently, Akyel (2015) (the dean of a FoE at a Turkish university) wrote as an insider that 'nowadays, HEC is planning to reshape pre-service education programmes in Turkey' for what would be a third time in the reform history of local UBITE (Akyel, 2015: 12). If so, it will certainly be interesting to witness how and when this heralded reform will unfold and whether it will embrace a more explicit and comprehensive research-capable and -active teacher vision through the updated UBI(EL)TE curricula.

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Appendices

Appendix A

BA in ELT National Curriculum – 2006/2007 (58 Modules)

Year One *Term One – Term Two*

Contextual Grammar I	Contextual Grammar II
Advanced Reading and Writing I	Advanced Reading and Writing II
Listening and Pronunciation I	Listening and Pronunciation II
Oral Communication Skills I	Oral Communication Skills II
Turkish I: Written Communication	Lexicology
Computer I	Turkish II: Oral Communication
Efficient Communication	Computer II
Introduction to Education	Educational Psychology

Year Two *Term One – Term Two*

English Literature I	English Literature II
Linguistics I	Linguistics II
Approaches in ELT I	Approaches in ELT II
English-Turkish Translation	Language Acquisition
Oral Expression Skills	Scientific Research Methods
History of Turkish Education	Special Education Methods I
Instructional Principles and Methods	Instructional Technologies and Material Development

Year Three *Term One – Term Two*

Teaching English to Young Learners I	Teaching English to Young Learners II
Special Education Methods II	Turkish-English Translation
Teaching Language Skills I	Teaching Language Skills II
Literature and Language Teaching I	Literature and Language Teaching II
Second Foreign Language I	Second Foreign Language II
Drama	Community Service Practice
Classroom Management	Assessment and Evaluation

Year Four *Term One – Term Two*

Material Analysis and Development in Foreign Language Teaching	Assessment and Evaluation in Foreign Language Teaching
Second Foreign Language III	Elective II
Elective I	Elective III
Ataturk's Principles I	Ataturk's Principles II
School Experience	Comparative Education
Counselling	Turkish Education System and School Management
Special Education	Teaching Practice

Appendix B

Key Informant Semi-Structured Interview Guides

Session One:

A: ELTE Programme Overview

A1. What are the principal goals and intentions of the programme?

- What kind of schools does the programme aim to prepare its students for?

A2. What type of teaching does the programme seek to help its students develop?

B: Student Profile

B1. What are the age range, number and cultural and educational background of the students?

B2. What is the selection process of teacher candidates like?

B3. What is the extent and nature of communication between the programme and its graduates?

C: Teacher Educator Profile

C1. What is the teacher educator profile in the programme including yourself?

- What is their background and experience base?

C2. What type of commitments do the teacher educators have in the programme including yourself?

- How and by whom are these commitments coordinated?

D: ARaW II

D1. How is ARaW II connected to other modules in the curriculum?

D2. What was the planning and organisation period of the module like for you?

- What do you think were the priorities of ARaW II?

D3. In broad terms, what was expected of you (module tutor) and the students?

D4. Looking ahead, what kind of changes do you intend to implement in ARaW II? What are your reasons?

E: External Factors

E1. What policies and practices influence the programme's structure?

- What type of government and/or university policies exist regarding the funding, accreditation, curriculum and student admission of/in the programme?

E2. To what degree do these policies influence the functioning of the programme and the administrators' decision-making?

E3. To what degree do these policies influence the practices of teacher educators?

Session Two:

A. ARaW II Changes

A1. What could you tell me about what has changed in ARaW II since its last implementation?

A2. What factors and personal reflections influenced your decision-making regarding change?

A3. What is the new role of ARaW II in the curriculum and in relation to other modules?

B. Research Education

B1. As the vice-coordinator of the ELTE programme, what could you tell me about the current opportunities that exist in terms of curricular design for research, inquiry and reflection?

B2. To what degree do you feel that research education is a programme priority?

- Do you have any personal experience of including research education in the modules that you teach?
- To your knowledge, do you think that other teacher educators do so

B3. How, in your opinion, do the students feel about research in general?

- To what extent, do you think, research knowledge and skills are considered necessary in the programme for the teacher candidates?

B4. If you had the opportunity to design and deliver a research education module, what would it look like, ideally?

- What, do you think, a 'good' research education module must comprise?

Appendix C

RepGrid Interview Schedule

Session One

Opening Questions:

1) What were your reasons to study this programme? What was your motivation to become a teacher of English?

2) What were your expectations from this programme? To what extent are these expectations fulfilled so far?

3) What aspect(s) of the programme did you find the most and least useful during your studies thus far? What were the reasons?

4) What are your plans after your studies in the ELT department are completed? Have you taken any action towards realizing these plans?

Warm-up Questions:

5) What image comes to your mind for the word 'research'?

6) What characteristics do you think a researcher possess? What qualities do you think it takes to be a researcher?

7) What image comes to your mind for 'research in ELT'?

8) Who do you think should do research in the ELT field? And read research?

9) Do you think research is important for English teachers in N. Cyprus/Turkey?

10) How do you feel about research? Can you imagine yourself doing research?

Session Two

Follow-up Questions:

Nil:

- You said that one characteristic of a good researcher is to be able to 'use their research in their classes, if s/he is a university teacher'. How and who do you think can benefit from this?
- I asked your opinion on who is/should doing/do research. You said 'our teachers are doing for sure but non-university teachers are not doing that much research'. To what extent do you think that they need to? What can be done in your opinion to facilitate it if you think that they need to do research?
- You said 'if I don't do research while I'm doing my coursework, I don't understand things completely and feel incompetent during exams. Sometimes what the teachers explain in class is not enough'. How do you think this 'issue' that you identified can be improved?
- I asked whether you felt as a researcher yourself and your reply was 'not at all – it is in no way attractive for me'. What do you think can render being a researcher attractive for you personally?

Seda:

- I meant to ask you about your pre- ELTE programme expectations but later I realised that we only talked about your prep-school experiences. Would you like to respond to my original question in this session?
- We covered the issue of non-university teachers' research engagement. In what capacity, do you feel, teachers engage in research in the Turkish/Northern Cypriot education contexts? And what do you think are their reasons for and possible outcomes of when they do so?

Lara:

- While we were talking about your pre-programme expectations, you mentioned a wish for TP-based activities from the second year onwards. What do you feel has/have been the disadvantage(s) of not having school placement opportunities until the last year of your studies?
- I asked you about the images that the word 'research' evoke and you mentioned 'beneficial for me'. Can you explain in what sense research can benefit you?
- When you were talking about school teachers, you differentiated between two kinds. One kind who delivers their lessons and leaves and another who observes their students and modifies their teaching accordingly. Which kind of teacher do you favour? Why?
- I asked you about who should do and read research and you mentioned university tutors 'so that they can contribute to their students' learning'. Firstly, how do you usually get to know about your tutors' research activities? Secondly, to what extent do you think that you personally benefit from your tutors' research?
- You generated a RepGrid element titled as 'Village Institutions Essay'. While discussing you experience you mentioned that you and a friend organised, at will, a seminar on campus in relation to the topic of your essay. Can you tell me more about this?

Ayda:

- You mentioned that research activity and capability gives individuals 'credibility'. Can you explain in what sense?
- I asked you about research in ELT and one your reactions was that 'research is a must in ELT so learning to do research is something that should be initiated as early on as possible'. In your view, why should it be so?
- I asked you about who should do and read research in ELT. You said that 'high-school teachers doing research sounds utopic'. What did you mean by that? And in your opinion, what difference would it bring about if non-university teachers in general were research engaged?
- You also expressed your view that university teachers engage in a lot of research for professional self-development. How do you usually get to know about their research activities? And how exactly do you think these research activities benefit your tutors in the sense of 'professionalism' that you described?

Appendix D

Classroom Observation Template

Group No: _ Date: ____ Time of Day: ____ Number of Students: ____
Module: _____ Topic: _____

Time	Events	My Comments

Appendix E

AWaRS Classroom Observations – Extract from the first post-observation write-up (Building a description)

30.09.2013 (Session One)

Building a Description:

Today was my first day with the research module community. There are seven students in the group in total and among them I only know Batu from the last term. There are five other female students and another male student in the group. The tutor whom I will call Dr Emel Sezer is in her late-30s who will be teaching this class this year. It seems that every year, a different tutor delivers this module. This year, the group will be meeting on Mondays, from 9am to 12pm with a break every hour. Dr Sezer comes across as very confident and outspoken. She is frank with the way she conveys the requirements of the module and leaves little room for ambiguity or hesitation. In the ST-group, a female student who is apparently older than the others seems to be the most talkative of the group, followed by her friend who was sitting next to her today. At the beginning of the session, Dr Sezer introduced me to the group as 'a researcher from England' and I had a chance to briefly explain why I was there. One of the female students (whom I don't remember meeting before) 'eyed' me up and down before saying: 'I swear I've seen you around before and thought you were a new undergrad – How old are you? You must be younger than me!' I'm pretty sure that I'm not younger than her but I didn't say anything – just joined others in the 'giggling' that followed her remark. The other student, the talkative one, exclaimed: 'Of course you've seen her around! She came to Dr Acar's Methodology lesson once last term, remember?' Then she turned to me to ask whether I found participants to pilot my interviews with. I said 'yes' and thanked her for caring to ask. I looked at Batu (one of my piloting participants) as I said 'yes' and he was looking back, smiling and nodding. I was actually pleasantly surprised that the female student remembered me, even though I didn't quite remember her. The other girl reacted: 'Aaah, yes. That's how I remember you. Welcome, then!'

I noticed that the STs sat in pairs today, except for Batu who sat alone in the middle of the lecture room. I sat next to the talkative girl and her friend on my right and the door on my left (like below).

----------[The whiteboard]----------

[Dr Sezer] [Tutor's table and PC]

[The door] **[Me]**, S1(F), S2(F) S3(F), S4(F)

S5(M)

S6(M),S7(F)

Today, the tutor could not cover many topics as the Ss did not yet have the main coursebooks with them. These are the well-known work by Bell and Nunan. In the next session, the students will have had the necessary chapters from each book

photocopied for the whole term. These are specified in the course syllabus of which I also obtained a copy.

Some Reflections:

In the course of my first observation, I saw that the sessions are likely to be teacher-fronted, lecture type for a few weeks as the focus will be on covering the fundamental concepts of 'research' to enable the STs to write up a 'research proposal'. Then, the sessions will become more interactive as the Ss will bring drafts of their work based on the fieldwork (data collection) they will be doing for the ultimate 'research paper' project. I decided not to do any recordings of the sessions as I did not find that necessary. I was well able to note down the events of the session effectively as it was largely T-fronted. To my disappointment, the STs rarely participated in the lesson but maybe this was because today was the first day for all of us. As for my interpretations, I decided to do an event-based, self-titled categorisation to classify the events (activities, discussions) and topics of the classes.

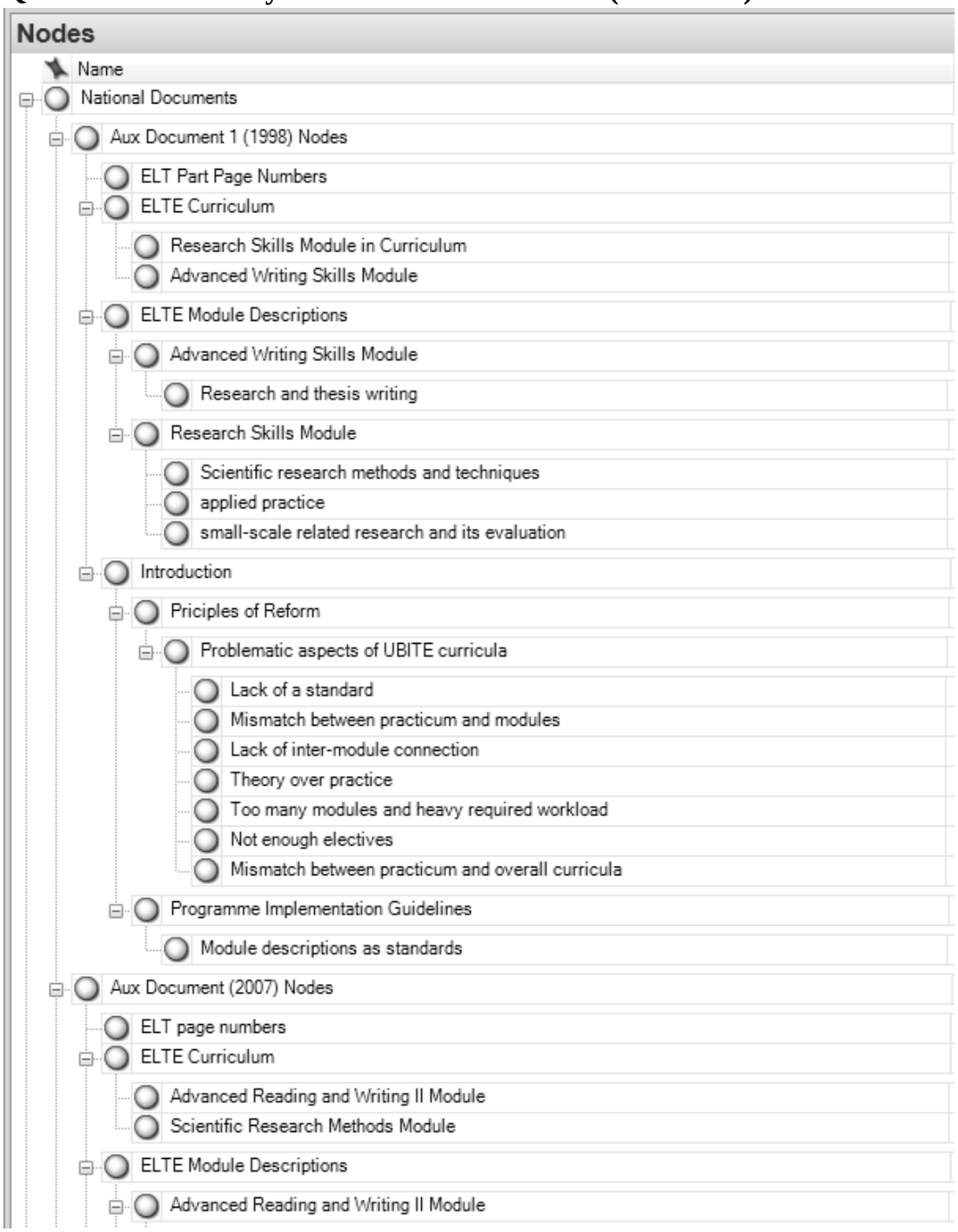
But first, I must learn the names of all students!

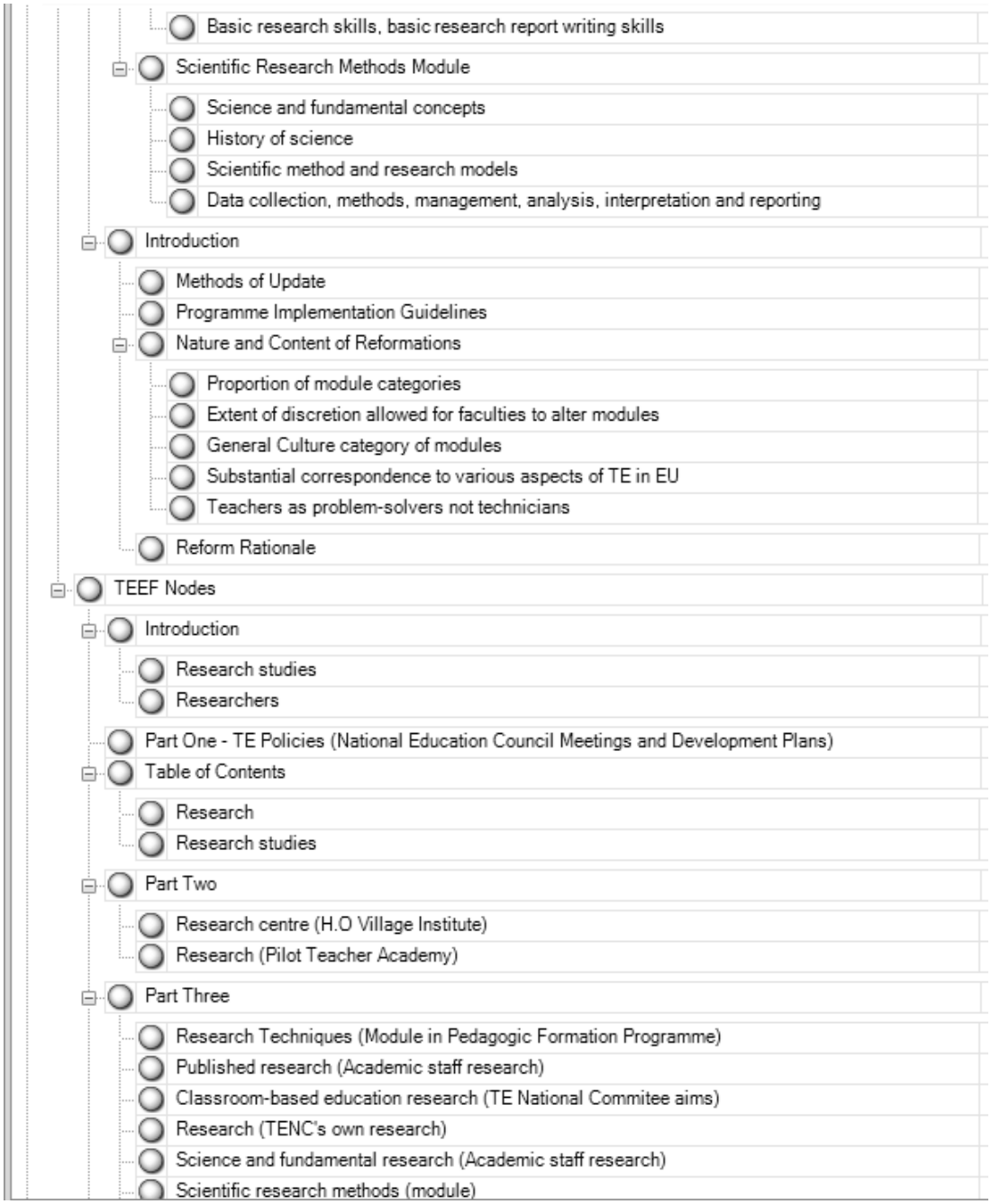
Events of the Session:

[…]

Appendix F

QSR-NVivo 10 Analysis of Official Documents (All Codes)




Basic research skills, basic research report writing skills
Scientific Research Methods Module
Science and fundamental concepts
History of science
Scientific method and research models
Data collection, methods, management, analysis, interpretation and reporting
Introduction
Methods of Update
Programme Implementation Guidelines
Nature and Content of Reformations
Proportion of module categories
Extent of discretion allowed for faculties to alter modules
General Culture category of modules
Substantial correspondence to various aspects of TE in EU
Teachers as problem-solvers not technicians
Reform Rationale
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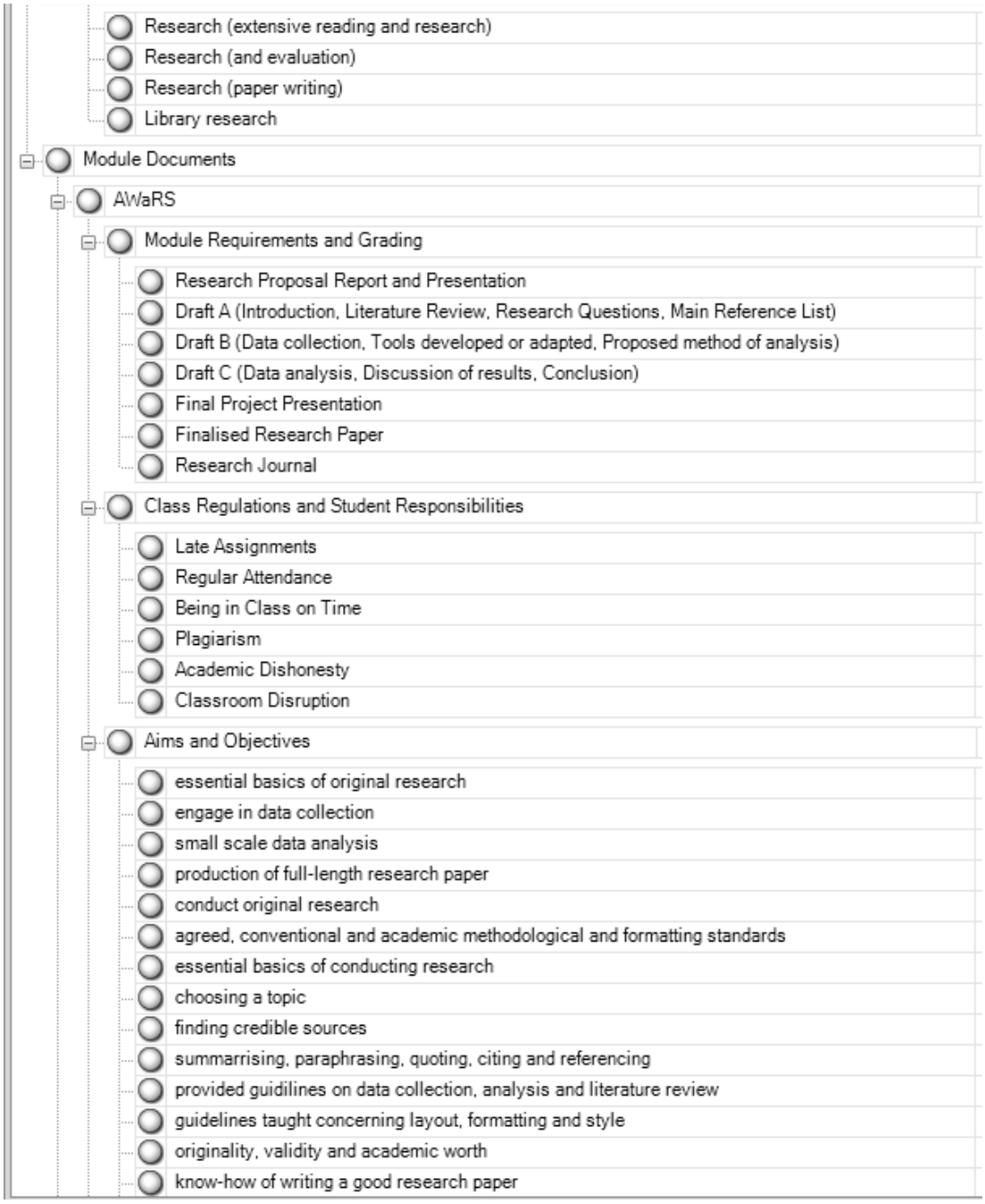
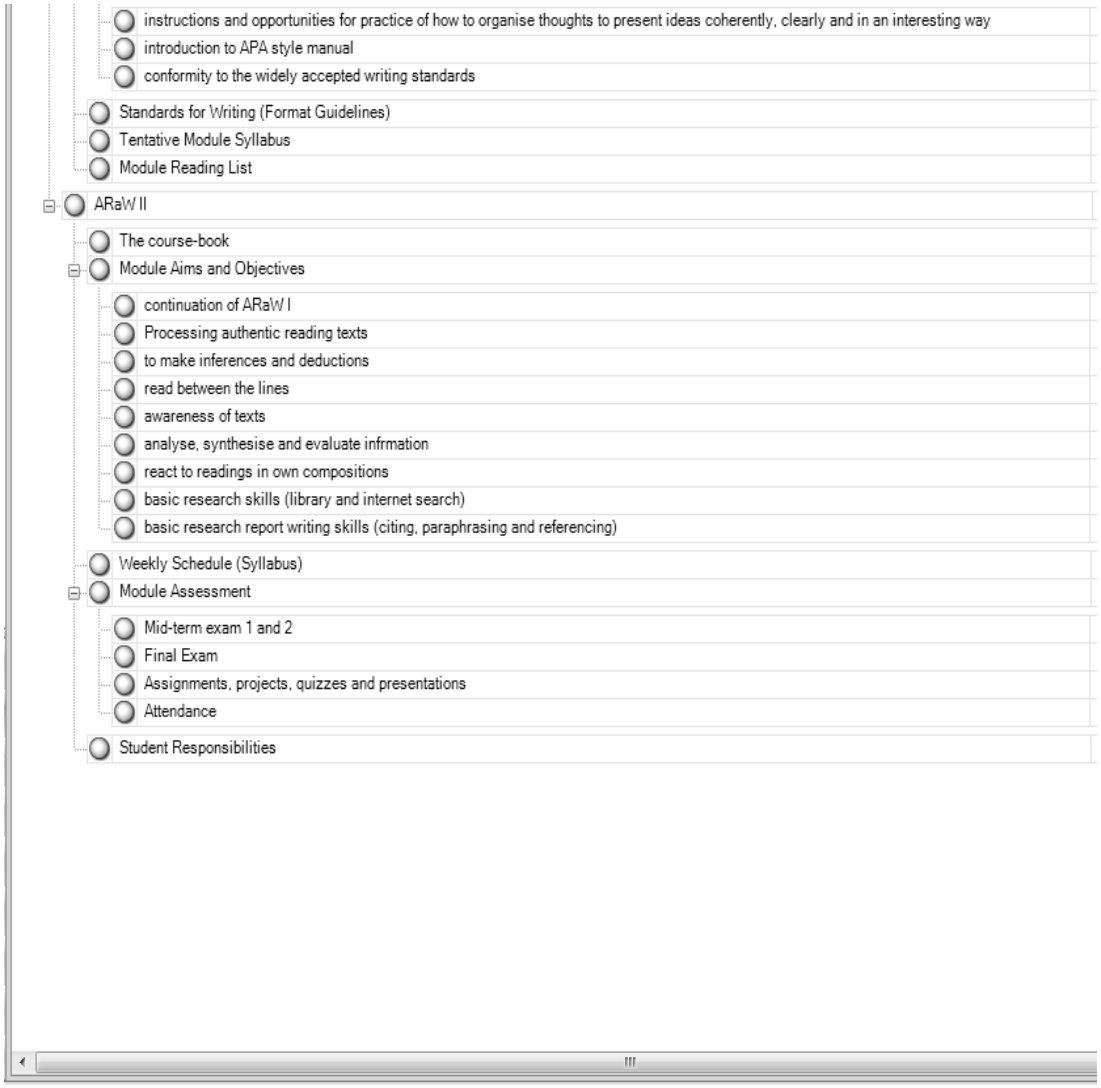
Research Techniques (Module in Pedagogic Formation Programme)
Published research (Academic staff research)
Classroom-based education research (TE National Commitee aims)
Research (TENC's own research)
Science and fundamental research (Academic staff research)
Scientific research methods (module)


Research project (a TE programme module)
Research staff member
Academic Staff Research
Research studies (on Education Faculties)
Scientific research (on local TE)
Research outcomes (Research on local TE)
Part Four
Education research (to improve TE)
Education research (in relation to CPD)
Research (based knowledge of teaching and learning)
Research (by TNTEE)
Research and inquiry (for TE curricula)
Research (on local education and teaching)
Research and development (activities for Ts to engage in)
Research (on TE)
Research programs (more needed in TE, e.g. PhD)
Staff Research
A research study (by EU)
Conclusion and Looking Ahead
Staff research
Appendices
1983-84 initial ELTE curriculum
1998-99 initial ELTE curriculum
2006-07 initial ELTE curriculum
Graduate Numbers (inc ELTE)
Prologue
Foreword
Institutional Documents
Curriculum
AWaRS (Third Year)
ARaW II (First Year)
Module Descriptions
Research (basic research skills)
Research (basic research report writing skills)
Research (researching and using sources)


Research (extensive reading and research)
Research (and evaluation)
Research (paper writing)
Library research
Module Documents
AWaRS
Module Requirements and Grading
Research Proposal Report and Presentation
Draft A (Introduction, Literature Review, Research Questions, Main Reference List)
Draft B (Data collection, Tools developed or adapted, Proposed method of analysis)
Draft C (Data analysis, Discussion of results, Conclusion)
Final Project Presentation
Finalised Research Paper
Research Journal
Class Regulations and Student Responsibilities
Late Assignments
Regular Attendance
Being in Class on Time
Plagiarism
Academic Dishonesty
Classroom Disruption
Aims and Objectives
essential basics of original research
engage in data collection
small scale data analysis
production of full-length research paper
conduct original research
agreed, conventional and academic methodological and formatting standards
essential basics of conducting research
choosing a topic
finding credible sources
summarrising, paraphrasing, quoting, citing and referencing
provided guidilines on data collection, analysis and literature review
guidelines taught concerning layout, formatting and style
originality, validity and academic worth
know-how of writing a good research paper


instructions and opportunities for practice of how to organise thoughts to present ideas coherently, clearly and in an interesting way
introduction to APA style manual
conformity to the widely accepted writing standards
Standards for Writing (Format Guidelines)
Tentative Module Syllabus
Module Reading List
ARaW II
The course-book
Module Aims and Objectives
continuation of ARaW I
Processing authentic reading texts
to make inferences and deductions
read between the lines
awareness of texts
analyse, synthesise and evaluate infrmation
react to readings in own compositions
basic research skills (library and internet search)
basic research report writing skills (citing, paraphrasing and referencing)
Weekly Schedule (Syllabus)
Module Assessment
Mid-term exam 1 and 2
Final Exam
Assignments, projects, quizzes and presentations
Attendance
Student Responsibilities

Appendix G

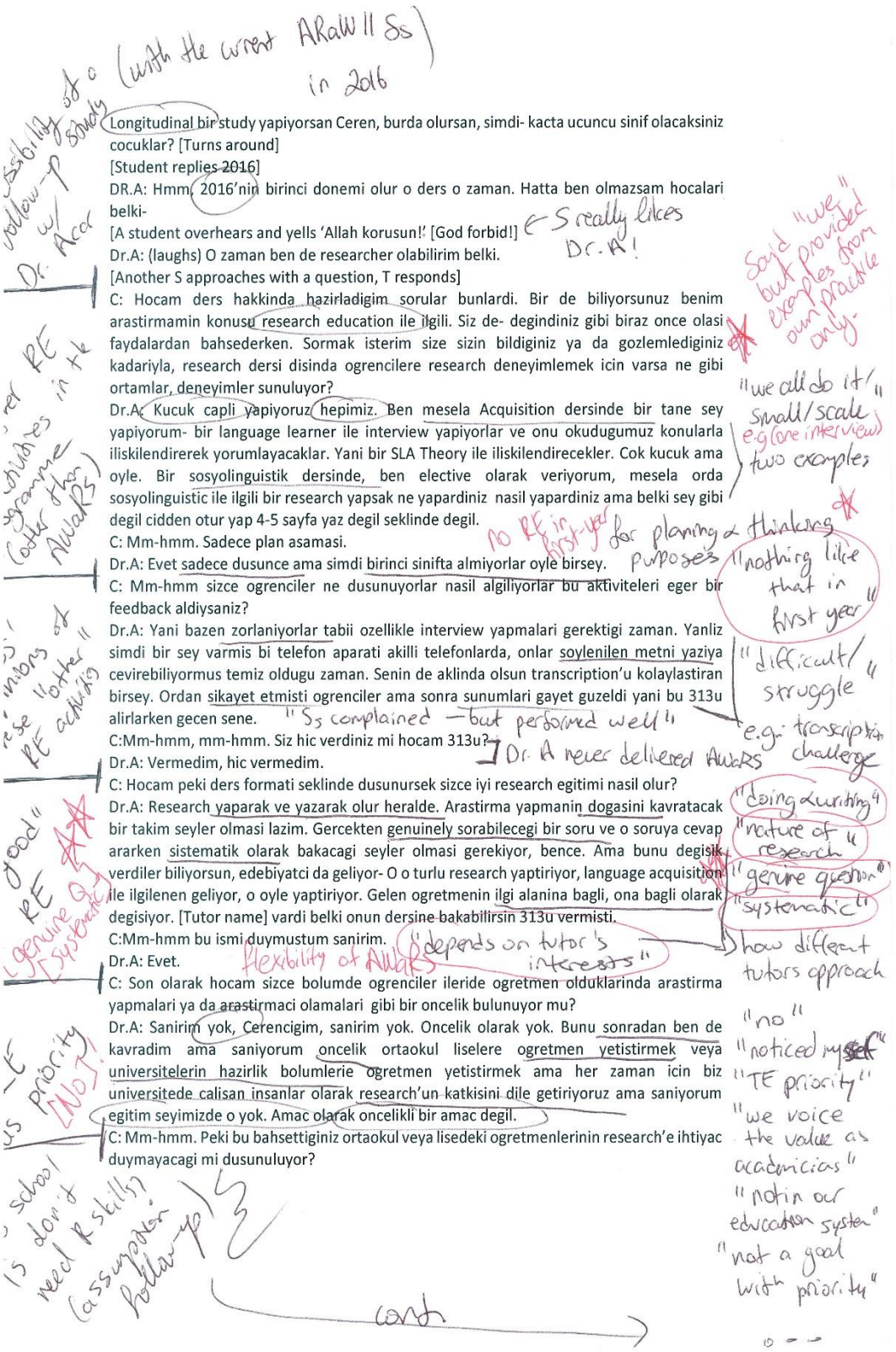
Table of Extracts from TEEF – Sample

Extract Number	Extract (Turkish and English Translation)	Context of Extract	Extracts Source and Page Number	Theme
1	*Okullardaki öğrenim-öğretim kalitesini iyileştirmek ile ilgili olarak sınıf tabanlı eğitim araştırmaların yaygınlaştırılmasına yardımcı olmak.* To help in the spread of classroom-based **educational research studies** on the betterment of the teaching-learning quality in schools.	1997 National Committee of Teacher Education: Objectives	TEEF, Page 49	Pre-service TE Processes
2	*Öğretmen eğitimini geliştirmede eğitim araştırmalarının rolü…* The role of **education research** in improving teacher education…	Teacher Education and Quality Assurance Systems in the EU	TEEF, Page 87	The Green Paper on Teacher Education in Europe: General Highlights
3	*Öğretim, öğrenme ve çalışmaya ilişkin araştırma sonuçlarına dayalı bilgiyle yoğrulmuş…* [Professional teachers are those who are] equipped with knowledge based on research findings related to teaching, learning and studying… *Hazırlanan raporda, öğretmenler, profesyoneller olarak araştırmaya dayalı bilgiyi ve geçerliği kanıtlanmış eğitim deneyimlerini öğretme, öğrenme ve uygulamalarına aktarma becerisine sahip bireylerdir. …. Öte yandan, raporda, profesyonelleşmiş öğretmen eğitimi programının ana boyutlarının 1) Öğretmenlik mesleği ile ilgili eğitim bilimleri dersleri (eğitim psikolojisi, eğitim sosyolojisi), 2) Eğitim araştırmaları,…*	The Green Paper on Teacher Education in Europe	TEEF, Page 88	The Green Paper on Teacher Education in Europe: Professionalism in TE and Professional Teachers

	In the report prepared teachers are individuals who have the ability of professionally transferring **research-based knowledge** and educational experiences whose legitimacy are evidenced to their applied teaching and learning practices. At the same time, it is stated that the essential dimensions of professionalised TE programmes are 1) Education Sciences modules related to the teaching occupation 2) **Education Research,** …			

Appendix H

Key Informant Interview – Content Analysis Sample



Longitudinal bir study yapiyorsan Ceren, burda olursan, simdi- kacta ucuncu sinif olacaksiniz cocuklar? [Turns around]

[Student replies 2016]

DR.A: Hmm, 2016'nin birinci donemi olur o ders o zaman. Hatta ben olmazsam hocalari belki-

[A student overhears and yells 'Allah korusun!' [God forbid!]

Dr.A: (laughs) O zaman ben de researcher olabilirim belki.

[Another S approaches with a question, T responds]

C: Hocam ders hakkinda hazirladigim sorular bunlardi. Bir de biliyorsunuz benim arastirmamin konusu research education ile ilgili. Siz de- degindiniz gibi biraz once olasi faydalardan bahsederken. Sormak isterim size sizin bildiginiz ya da gozlemlediginiz kadariyla, research dersi disinda ogrencilere research deneyimlemek icin varsa ne gibi ortamlar, deneyimler sunuluyor?

Dr.A: Kucuk capli yapiyoruz hepimiz. Ben mesela Acquisition dersinde bir tane sey yapiyorum- bir language learner ile interview yapiyorlar ve onu okudugumuz konularla iliskilendirerek yorumlayacaklar. Yani bir SLA Theory ile iliskilendirecekler. Cok kucuk ama oyle. Bir sosyolinguistik dersinde, ben elective olarak veriyorum, mesela orda sosyolinguistic ile ilgili bir research yapsak ne yapardiniz nasil yapardiniz ama belki sey gibi degil cidden otur yap 4-5 sayfa yaz degil seklinde degil.

C: Mm-hmm. Sadece plan asamasi.

Dr.A: Evet sadece dusunce ama simdi birinci sinifta almiyorlar oyle birsey.

C: Mm-hmm sizce ogrenciler ne dusunuyorlar nasil algiliyorlar bu aktiviteleri eger bir feedback aldiysaniz?

Dr.A: Yani bazen zorlaniyorlar tabii ozellikle interview yapmalari gerektigi zaman. Yanliz simdi bir sey varmis bi telefon aparati akilli telefonlarda, onlar soylenilen metni yaziya cevirebiliyormus temiz oldugu zaman. Senin de aklinda olsun transcription'u kolaylastiran birsey. Ordan sikayet etmisti ogrenciler ama sonra sunumlari gayet guzeldi yani bu 313u alirlarken gecen sene.

C:Mm-hmm, mm-hmm. Siz hic verdiniz mi hocam 313u?

Dr.A: Vermedim, hic vermedim.

C: Hocam peki ders formati seklinde dusunursek sizce iyi research egitimi nasil olur?

Dr.A: Research yaparak ve yazarak olur heralde. Arastirma yapmanin dogasini kavratacak bir takim seyler olmasi lazim. Gercekten genuinely sorabilecegi bir soru ve o soruya cevap ararken sistematik olarak bakacagi seyler olmasi gerekiyor, bence. Ama bunu degisik verdiler biliyorsun, edebiyatci da geliyor- O o turlu research yaptiriyor, language acquisition ile ilgilenen geliyor, o oyle yaptiriyor. Gelen ogretmenin ilgi alanina bagli, ona bagli olarak degisiyor. [Tutor name] vardi belki onun dersine bakabilirsin 313u vermisti.

C:Mm-hmm bu ismi duymustum sanirim.

Dr.A: Evet.

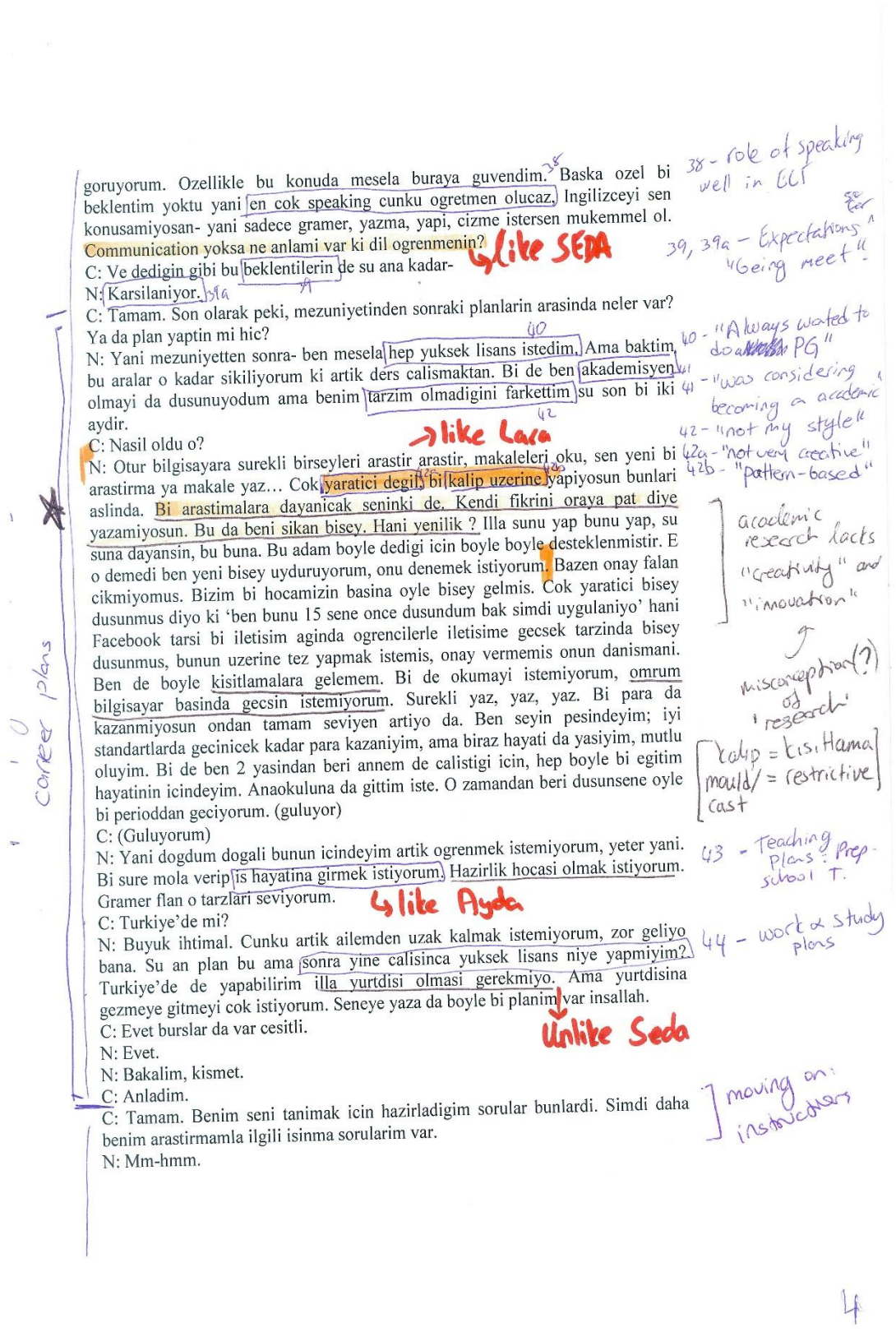
C: Son olarak hocam sizce bolumde ogrenciler ileride ogretmen olduklarinda arastirma yapmalari ya da arastirmaci olamalari gibi bir oncelik bulunuyor mu?

Dr.A: Sanirim yok, Cerencigim, sanirim yok. Oncelik olarak yok. Bunu sonradan ben de kavradim ama saniyorum oncelik ortaokul liselere ogretmen yetistirmek veya universitelerin hazirlik bolumlerie ogretmen yetistirmek ama her zaman icin biz universitede calisan insanlar olarak research'un katkisini dile getiriyoruz ama saniyorum egitim seyimizde o yok. Amac olarak oncelikli bir amac degil.

C: Mm-hmm. Peki bu bahsettiginiz ortaokul veya lisedeki ogretmenlerinin research'e ihtiyac duymayacagi mi dusunuluyor?

Appendix I

Repertory Grid Interview – Content Analysis Sample



goruyorum. Ozellikle bu konuda mesela buraya guvendim. Baska ozel bi beklentim yoktu yani en cok speaking cunku ogretmen olucaz. Ingilizceyi sen konusamiyosan- yani sadece gramer, yazma, yapi, cizme istersen mukemmel ol. Communication yoksa ne anlami var ki dil ogrenmenin?

C: Ve dedigin gibi bu beklentilerin de su ana kadar-

N: Karsilaniyor.

C: Tamam. Son olarak peki, mezuniyetinden sonraki planlarin arasinda neler var? Ya da plan yaptin mi hic?

N: Yani mezuniyetten sonra- ben mesela hep yuksek lisans istedim. Ama baktim bu aralar o kadar sikiliyorum ki artik ders calismaktan. Bi de ben akademisyen olmayi da dusunuyodum ama benim tarzim olmadigini farkettim su son bi iki aydir.

C: Nasil oldu o?

N: Otur bilgisayara surekli birseyleri arastir arastir, makaleleri oku, sen yeni bi arastirma ya makale yaz... Cok yaratici degil, bi kalip uzerine yapiyosun bunlari aslinda. Bi arastimalara dayanicak seninki de. Kendi fikrini oraya pat diye yazamiyosun. Bu da beni sikan bisey. Hani yenilik ? Illa sunu yap bunu yap, su suna dayansin, bu buna. Bu adam boyle dedigi icin boyle boyle desteklenmistir. E o demedi ben yeni bisey uyduruyorum, onu denemek istiyorum. Bazen onay falan cikmiyomus. Bizim bi hocamizin basina oyle bisey gelmis. Cok yaratici bisey dusunmus diyo ki 'ben bunu 15 sene once dusundum bak simdi uygulaniyo' hani Facebook tarsi bi iletisim aginda ogrencilerle iletisime gecsek tarzinda bisey dusunmus, bunun uzerine tez yapmak istemis, onay vermemis onun danismani. Ben de boyle kisitlamalara gelemem. Bi de okumayi istemiyorum, omrum bilgisayar basinda gecsin istemiyorum. Surekli yaz, yaz, yaz. Bi para da kazanmiyosun ondan tamam seviyen artiyo da. Ben seyin pesindeyim; iyi standartlarda gecinicek kadar para kazaniyim, ama biraz hayati da yasiyim, mutlu oluyim. Bi de ben 2 yasindan beri annem de calistigi icin, hep boyle bi egitim hayatinin icindeyim. Anaokuluna da gittim iste. O zamandan beri dusunsene oyle bi perioddan geciyorum. (guluyor)

C: (Guluyorum)

N: Yani dogdum dogali bunun icindeyim artik ogrenmek istemiyorum, yeter yani. Bi sure mola verip is hayatina girmek istiyorum. Hazirlik hocasi olmak istiyorum. Gramer flan o tarzlari seviyorum.

C: Turkiye'de mi?

N: Buyuk ihtimal. Cunku artik ailemden uzak kalmak istemiyorum, zor geliyo bana. Su an plan bu ama sonra yine calisinca yuksek lisans niye yapmiyim? Turkiye'de de yapabilirim illa yurtdisi olmasi gerekmiyo. Ama yurtdisina gezmeye gitmeyi cok istiyorum. Seneye yaza da boyle bi planim var insallah.

C: Evet burslar da var cesitli.

N: Evet.

N: Bakalim, kismet.

C: Anladim.

C: Tamam. Benim seni tanimak icin hazirladigim sorular bunlardi. Simdi daha benim arastirmamla ilgili isinma sorularim var.

N: Mm-hmm.

38 - role of speaking well in ELT

39, 39a - Expectations for "being met"

40 - "Always wanted to do a PG"

41 - "was considering becoming a academic

42 - "not my style"

42a - "not very creative"

42b - "pattern-based"

academic research lacks "creativity" and "innovation"

misconception(?) of 'research'

kalip = kis, Hama mould/ = restrictive cast

43 - Teaching Plans: Prep-school T.

44 - work & study plans

moving on: instructions

like SEDA

like Lara

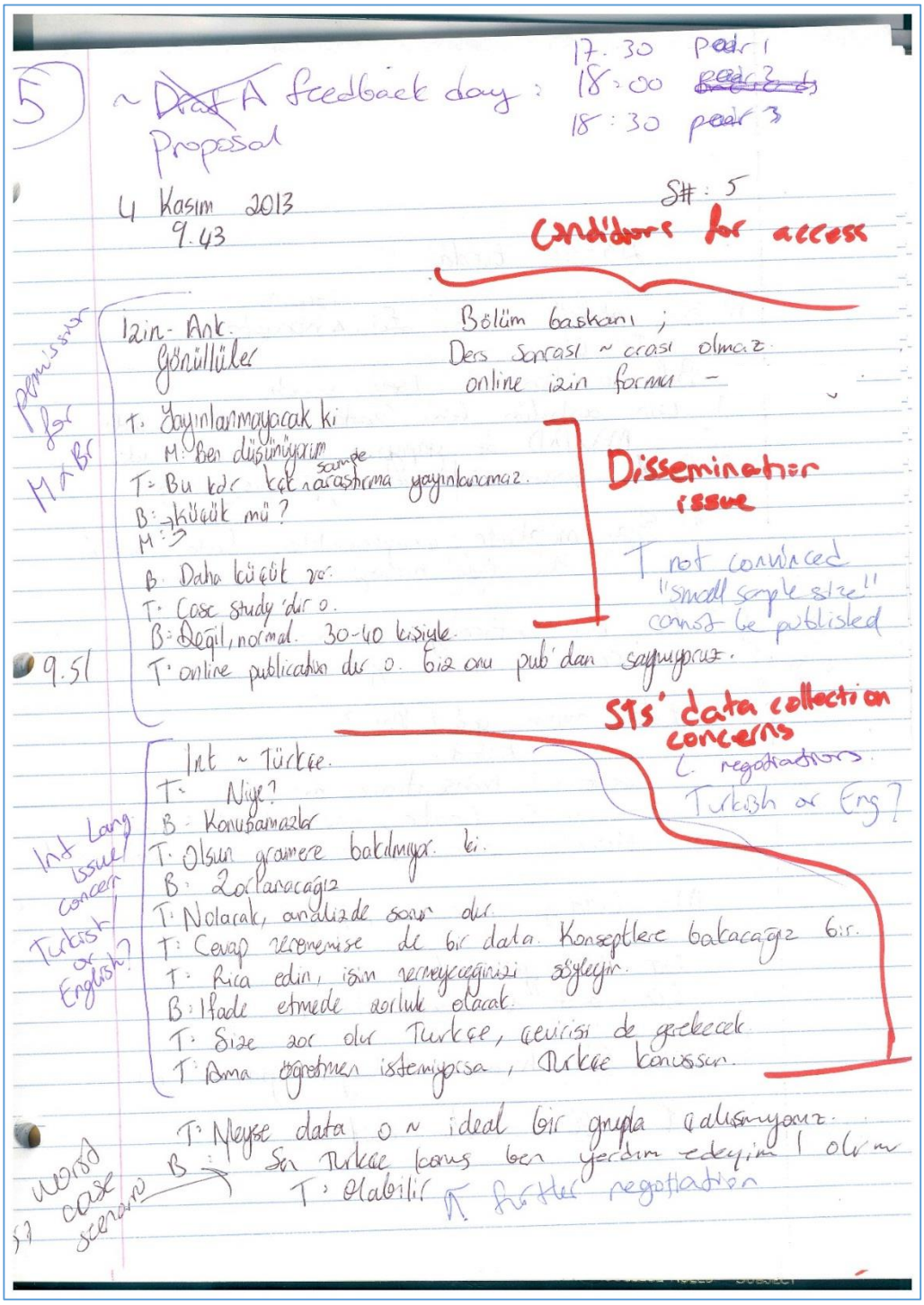
like Ayda

unlike Seda

career plans

Appendix J

Handwritten Classroom Observation Note Samples



i.e. focus note taking & interviewing (in comp. with structred int.)

prescription of semi-str. interviews

T: You'll have more time + recording + survey
so better to use semi-structured.

— Break —

(in comp. w/ unstructred int.)

some consistency to support

10.44

feedback session arrangements

10.57 5.30 'da Mardo. Dr1+ Mr4
6.30 'da Nih & Ece + Bül.

stress of instruction

QLT Studies, not dealing w/ numbers
11.03 Interviews [SlideShow]
Format reviews next-week

* Interviews ns. cont.

1) Str. Int
like survey, limited data, prepared list, res sticks to it

2) Semi
intee elaborates, flexible questions

3) Un
no guide, talk uninterruptedly ~ Monologue.

The Int Guide (p. 169) ~ MATRef.

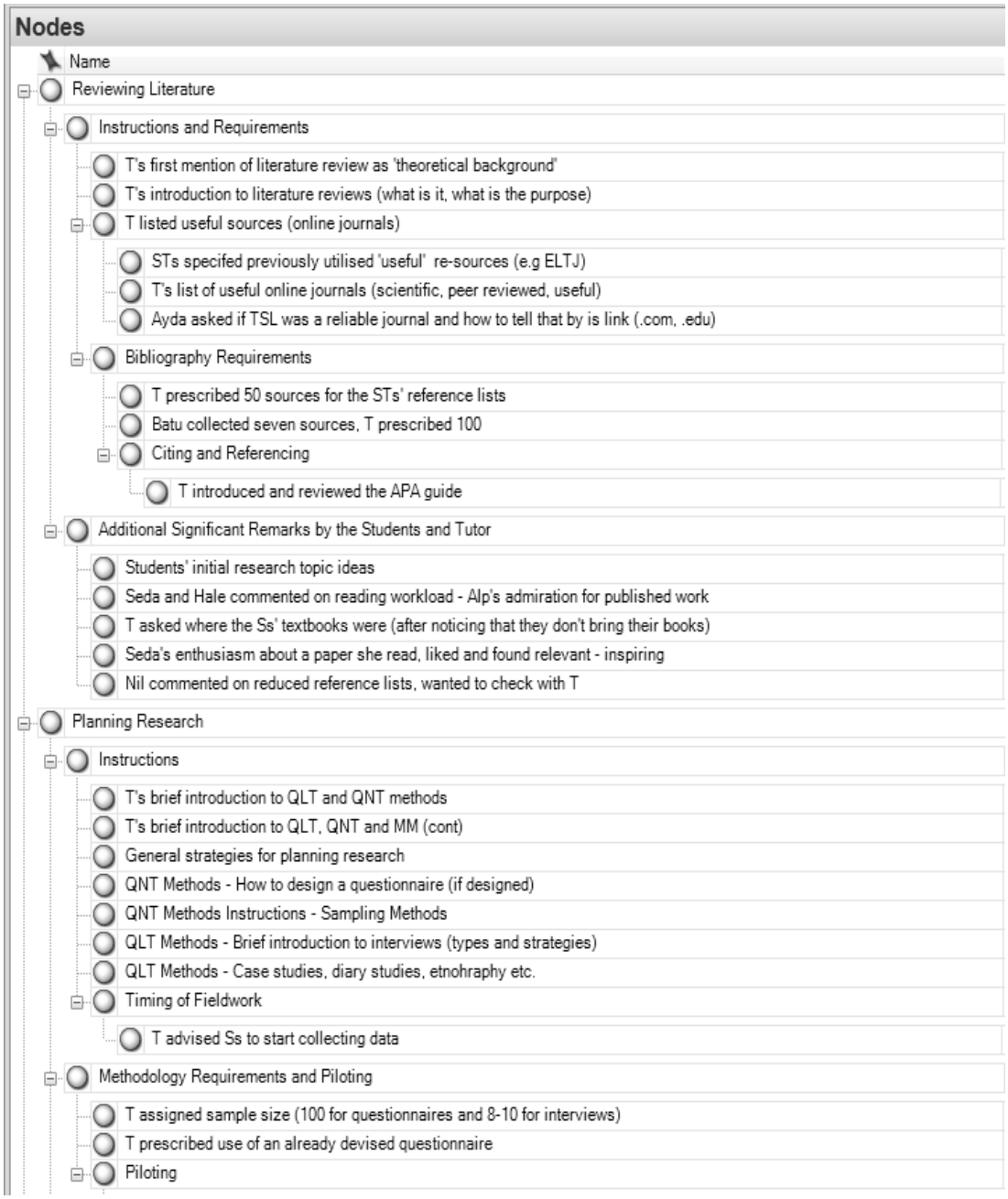
keeps focussed, helps w/ wording,

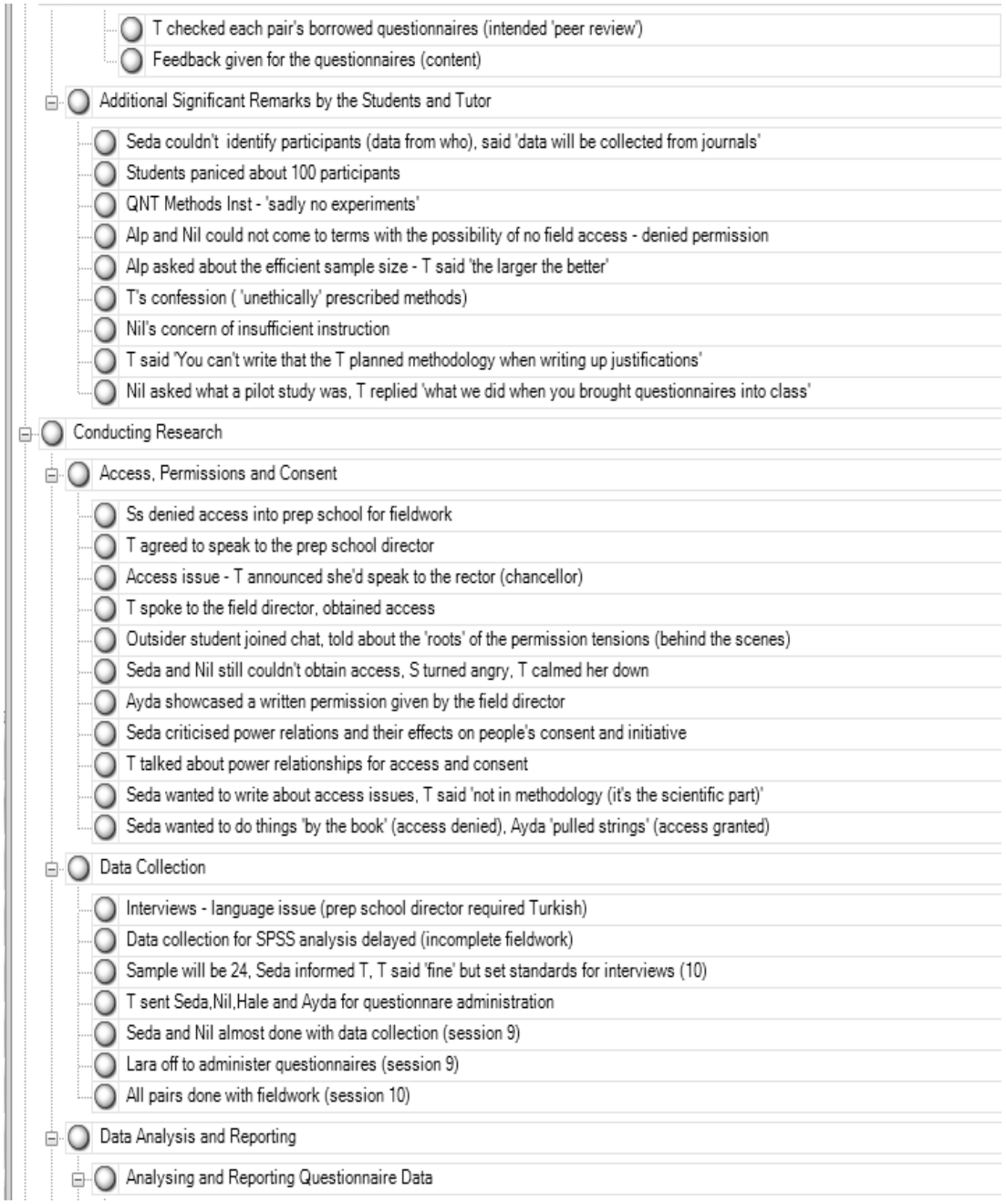
Q Types
Opening Qs (easy, warm up)
Content Qs (topic-related) opinions, views etc.

cont.

Appendix K

QSR-NVivo 10 Analysis of AWaRS (Categorised – All Codes)




T checked each pair's borrowed questionnaires (intended 'peer review')
Feedback given for the questionnaires (content)
Additional Significant Remarks by the Students and Tutor
Seda couldn't identify participants (data from who), said 'data will be collected from journals'
Students paniced about 100 participants
QNT Methods Inst - 'sadly no experiments'
Alp and Nil could not come to terms with the possibility of no field access - denied permission
Alp asked about the efficient sample size - T said 'the larger the better'
T's confession ('unethically' prescribed methods)
Nil's concern of insufficient instruction
T said 'You can't write that the T planned methodology when writing up justifications'
Nil asked what a pilot study was, T replied 'what we did when you brought questionnaires into class'
Conducting Research
Access, Permissions and Consent
Ss denied access into prep school for fieldwork
T agreed to speak to the prep school director
Access issue - T announced she'd speak to the rector (chancellor)
T spoke to the field director, obtained access
Outsider student joined chat, told about the 'roots' of the permission tensions (behind the scenes)
Seda and Nil still couldn't obtain access, S turned angry, T calmed her down
Ayda showcased a written permission given by the field director
Seda criticised power relations and their effects on people's consent and initiative
T talked about power relationships for access and consent
Seda wanted to write about access issues, T said 'not in methodology (it's the scientific part)'
Seda wanted to do things 'by the book' (access denied), Ayda 'pulled strings' (access granted)
Data Collection
Interviews - language issue (prep school director required Turkish)
Data collection for SPSS analysis delayed (incomplete fieldwork)
Sample will be 24, Seda informed T, T said 'fine' but set standards for interviews (10)
T sent Seda,Nil,Hale and Ayda for questionnare administration
Seda and Nil almost done with data collection (session 9)
Lara off to administer questionnaires (session 9)
All pairs done with fieldwork (session 10)
Data Analysing and Reporting
Analysing and Reporting Questionnaire Data

- T checked each pair's borrowed questionnaires (intended 'peer review')
- Feedback given for the questionnaires (content)
- Additional Significant Remarks by the Students and Tutor
  - Seda couldn't identify participants (data from who), said 'data will be collected from journals'
  - Students paniced about 100 participants
  - QNT Methods Inst - 'sadly no experiments'
  - Alp and Nil could not come to terms with the possibility of no field access - denied permission
  - Alp asked about the efficient sample size - T said 'the larger the better'
  - T's confession ('unethically' prescribed methods)
  - Nil's concern of insufficient instruction
  - T said 'You can't write that the T planned methodology when writing up justifications'
  - Nil asked what a pilot study was, T replied 'what we did when you brought questionnaires into class'
- Conducting Research
  - Access, Permissions and Consent
    - Ss denied access into prep school for fieldwork
    - T agreed to speak to the prep school director
    - Access issue - T announced she'd speak to the rector (chancellor)
    - T spoke to the field director, obtained access
    - Outsider student joined chat, told about the 'roots' of the permission tensions (behind the scenes)
    - Seda and Nil still couldn't obtain access, S turned angry, T calmed her down
    - Ayda showcased a written permission given by the field director
    - Seda criticised power relations and their effects on people's consent and initiative
    - T talked about power relationships for access and consent
    - Seda wanted to write about access issues, T said 'not in methodology (it's the scientific part)'
    - Seda wanted to do things 'by the book' (access denied), Ayda 'pulled strings' (access granted)
  - Data Collection
    - Interviews - language issue (prep school director required Turkish)
    - Data collection for SPSS analysis delayed (incomplete fieldwork)
    - Sample will be 24, Seda informed T, T said 'fine' but set standards for interviews (10)
    - T sent Seda,Nil,Hale and Ayda for questionnare administration
    - Seda and Nil almost done with data collection (session 9)
    - Lara off to administer questionnaires (session 9)
    - All pairs done with fieldwork (session 10)
  - Data Analysis and Reporting
    - Analysing and Reporting Questionnaire Data


T's instruction for reporting QNT data (Bell (2005) checklist)
Ss impressed by T's paper but confused about how to create 'her' tables and for what purpose (what to show)
Ss wanted to create T's tables, T helped, Ss asked what Mean SD N and Total meant
Ss enjoying chart creation on SPSS, reported a sense of pride and joy
Ss' sense of achievement - SPSS charts
Nil showcased SPSS charts to T, T praised her
T assisted Ss to locate 'stand out' data
SPSS
T's SPSS introduction - no technical instruction, 'challenging but enjoyable'
Alp understood what SPSS was about - eureka moment after an hour into the session
Initial SPSS challenges - numeric forms for words, phrases, numbers
T repeated basic SPSS instructions over and over
Nil enjoyed SPSS, Seda did not, Ayda commented on the time it required
Accessing SPSS outside campus
Single SPSS session was not enough (no collected data yet)
Ss created SPSS illustrations, grasped how to quickly
Alp asked if interview codes would go into SPSS
Nil asked if interview codes would go into SPSS
Seda found SPSS learning useful, Hale asked what's the point (no research in future)
Lara asked if interview codes would go into SPSS
Lara got bored of SPPS work
Reliability of Questionnaire Data
Seda was concerned about data reliability, asked where to write about it, T said ' limitations part in discussion'
Nil said questionnaire data collected was not reliable
Hale said questionnaire data was not reliable
Alp and Hale's direct reliability statement - Students lied in the questionnaires!
Analysing and Reporting Interviews
T's introduction to analysing interviews (PPT)
T showed manually-coded interview extract samples
Ss briefly tried coding one transcript of their interviws in class (Alp had another eureka moment of 'understanding')
T told Ss to keep coding and bring their list to the next session (9)
Ayda wanted interview reporting instructions repeated
T rushed through Graft C guidelines, Seda felt unsure about presenting codes (reporting interviews)
T suggested adopting codes like questionnaires, Nil and Seda rejected the idea
Reliability of Interview Data
Nil and Seda commented on interview data not being 'good'

- Additional Significant Remarks by the Students and Tutor
  - Ayda did not expect data collection in AWaRS
  - Nil asked me 'How do you like research, I do not!'
  - Nil said 'I have given up on research, I want to work now'
  - Seda confused about what to write in the discussion part of paper
- Sharing and Disseminating Research
  - Research Proposal Presentations
    - Class studied the 'proposal guide' prepared by the tutor
    - Batu's Presentation
    - Alp and Hale's Presentation
    - Nil and Seda's Presentation
    - Ayda and Lara's Presentation
  - Draft Feedback Sessions
    - Feedback given for Draft As (content)
    - Ss convinced T to extend Draf C submission deadline (6 Jan, not 23 Dec)
    - Feedback given for Draft Bs (content)
    - Lara asked T to show her why points werecut, T satwith her and explained by showing on draft copy
    - Hale asked for additional feedback (why points were cut), T sat with her and explained by showing on draft copy
    - Feedback given for Draft Cs (content)
  - Dissemination
    - Use of ' Insiders' ' Own Research (Tutor and Previous AWaRS Students)
      - Tutor's Research Papers (about to be published)
        - T brought own research papers as examples for reporting numerical data
      - Previous AWaRS Students' Research Paper (probably unpublished yet encouraged to be submitted to a journal)
        - T brought 'superb' student-research paper from previous AWaRS records (example for how to present findings)
  - Additional Significant Remarks by the Students and Tutor
    - Seda said research-participant English instructor encouraged dissemination, took Alp by surprise, Nil explained further
    - T describes STs' research as small, not publishable
    - T describes 'superb' ST research, publishable
- Miscellaneous Codes
  - Deadline announcements
  - Students' grades and grade related concerns, T's responses

- Hale's grade concern - why are points cut
- Lara concerned about grades, L and N point at insufficient instruction, S agree, H comments on increased grade
- Students' impressions of the T (Confidential)